

Annual Report

of the

Board of Education

of the

SCHOOL DISTRICT CITY OF HOBOKEN



...1918...

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Apr. 1918 ✓

ANNUAL REPORT

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FINANCIAL STATEMENT

OF THE

BOARD OF EDUCATION

OF THE

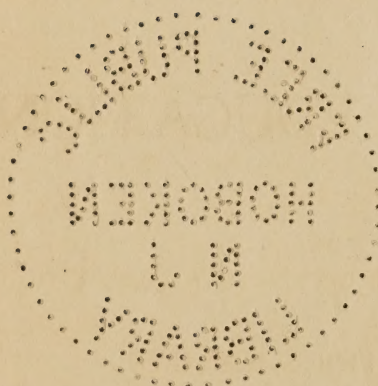
SCHOOL DISTRICT OF THE

CITY OF HOBOKEN, N. J.

... 1918 ...

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STATE OF NEW YORK



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MEMBERS OF THE STATE BOARD OF EDUCATION
—1918—

Melvin A. Rice, President.....	Red Bank
D. Stewart Craven.....	Salem
John P. Murray.....	Jersey City
John C. Van Dyke.....	New Brunswick
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Thomas W. Synnott.....	Wenonah
Ernest R. Ackerman.....	Plainfield
Robert Lynn Cox.....	Montclair
Calvin N. Kendall, Secretary.....	Princeton

COMMISSIONER OF EDUCATION

Calvin N. Kendall.....	Princeton
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ASSISTANT COMMISSIONERS

John Enright	Freehol
Albert E. Meredith.....	Newa
Lewis H. Carris.....	New
Zenos E. Scott.....	Lawrence

NAMES AND RESIDENCES OF THE MEMBERS OF THE BOARD OF EDUCATION, HOBOKEN, NEW JERSEY.

Richard Butler.....	200 Monroe Street
C. F. Fitzsimon.....	1307 Bloomfield Street
Max Johnson.....	224 Hudson Street
J. Henry Koenig.....	934 Hudson Street
James P. Laverty, President.....	1122 Garden Street
James O'Rourke, Vice-President.....	1113 Garden Street
Robert J. Rath.....	521 Garden Street
Theo. Taistra.....	935 Garden Street
John Zatta.....	539 Park Avenue

A. J. Demarest, Superintendent

Office Hours—School days, 3 to 4 P. M.

Jos. F. Brandt, Assistant Superintendent

JOHN F. LEWIS, Secretary

Office Hours—8:45 to 12; 1 to 4.

Saturday, 9 to 12.

Richard A. Marnell, Business Manager

A. W. Clayton, Assistant Business Manager

Gustav Bach, Custodian of School Moneys

LOCATION OF SCHOOLS

SCHOOL NO. 1.

Garden Street, corner Third Street.....Prin. A. J. Allen

SCHOOL NO. 2.

Garden Street, betw. Ninth and Tenth Streets.....Prin. J. G. Coleman

SCHOOL NO. 3.

Adams Street, betw. Second and Third Streets.....Prin. R. J. Marnell

SCHOOL NO. 4.

Park Avenue, betw. Fifth and Sixth Streets.....Prin. Elizabeth A. Allen *Deceas*

SCHOOL NO. 5.

Clinton Street, corner Second Street.....Prin. Annie E. Moore

SCHOOL NO. 6.

Willow Avenue, corner Eleventh Street.....Prin. Luther B. Bissell

SCHOOL NO. 7.

Park Avenue, corner Newark Street.....Prin. W. J. Wyse

SCHOOL NO. 8.

Seventh Street, betw. Adams and Jefferson Streets.....Prin. C. A. Sherlock
(Assistant Principal, A. Catherine McHale.)

SCHOOL NO. 9.

Monroe Street, corner Second Street.....Prin. A. I. Dillon

HIGH SCHOOL.

Garden and Fourth Streets.....Prin. Jos. F. Brandt

INDUSTRIAL SCHOOL.

Park Avenue and Fifth Street.....Prin. R. A. Beyer

To the Honorable, the Board of Education:

Gentlemen—In compliance with the provisions of the State law and the regulations of your Honorable Body, I have the honor to submit herewith my twenty-first annual report as Superintendent of the Public Schools of the School District of the City of Hoboken, New Jersey.

SUMMARY OF STATISTICS

Total number of pupils enrolled (day schools).....	11044
Average daily attendance (day schools).....	8566
Number of pupils enrolled in Kindergartens.....	875
Number of pupils enrolled in the Primary Department.....	9453
Number of pupils enrolled in High School.....	670
Number of pupils enrolled in the Sub-Normal Classes.....	46
Number of pupils enrolled in the evening class for Naturalization..	252

There were graduated from:

Grammar Schools	370
High School	121

ENROLLMENT BY SCHOOLS

	1916-1917	1917-1918	Increase	Decrease
School No. 1.....	1471	1417		54
School No. 2.....	1079	1073		6
School No. 3.....	827	846	19	
School No. 4.....	960	916		44
School No. 5.....	779	767		12
School No. 6.....	1072	1039		33
School No. 7.....	824	842	18	
School No. 8.....	1946	1994	48	
School No. 9.....	1363	1342		21
High School.....	686	770	84	

DISTRIBUTION OF THE TEACHING FORCE

	Men	Women	Total
Superintendent	1	0	1
Principals	8	2	10
Assistant Principal		1	1
Kindergartens		9	9
Assistant Kindergartens		10	10
Primary Grades (I to IV).....		138	138
Grammar Grades (V to VIII).....	2	87	89
High School	15	22	37
Teacher Clerks		14	14
Manual Training	7	5	12
Teachers of Subnormal.....		4	4
Specials	4	9	13

PROFESSIONAL PREPARATION OF HOBOKEN TEACHERS.

Graduates of College and Technical Schools.....	39
Graduates of State Normal Schools.....	99
Graduates of City Training Schools.....	176
Not graduates of higher institutions.....	25

SOME IMPORTANT THINGS ACCOMPLISHED

Extension of school day to provide time for imposed additional work.

Physical culture in all the grades.

Formation of a School Auxiliary of the Red Cross under the direction of the Board of Education.

Establishment of a Junior Department of the Red Cross in all the schools of the city.

Introduction of work in the Manual Training Department in connection with the Red Cross.

Establishment of Natralization Classes for men who desire to desire to become American citizens.

Appointment of an eye specialist.

Salary increases for all in the employ of the Board of Education.

EFFECT OF THE WAR ON SCHOOLS

The work of the schools during the past year has been progressing in spite of the fact that the children have been devoting much time and energy to Red Cross work and other affairs forced upon the schools through the war. When we stop to consider the anxiety and stress under which the community is laboring at the present time, it seems to me that great credit is due to the teaching force that the school work is being conducted upon a very nearly normal basis.

It is unusual to devote so much space in a school report to the various war activities, but I am doing this as an opportunity to express my pleasure and unbounded appreciation for the hearty and almost unanimous response of teachers and pupils to the various needs and opportunities that have been presented to them.

This terrible war, which is now devastating a large part of our earth, has taught the schoolmen one vital lesson—where to place the emphasis in education.

It has taught us to see that our young men and women should be physically fit to carry the heaviest burdens that have been imposed on any generation of people.

We should so arrange our work and should so train our young people to be ready to accept the tasks imposed on them of reclaiming neglected resources and to stand ready to produce things of a material nature so as to supply the demands of the world.

This war points unquestionably to the fact that our educational work should be along lines of physical and industrial education. This does not mean that the teaching of the humanities should be neglected, but that we shall soon be face to face with the stern realities of life and therefore make it imperative that we should educate our young people to contribute their share to the physical and industrial strength of the nation.

Hoboken is in a large degree an industrial city. We manufacture a large variety of products. Our boys should be educated so that they may go from our schools to these factories and take an honored place with the wage earners of the world. We should teach them to look upon industrial work as honorable and desirable. An education that teaches them that a life of gentility is desirable is false. The world needs men in the industrial plants and it is an honor to be able to rank with the producers of the world.

When our country entered into the world conflict it brought many opportunities for both teachers and pupils who are willing to serve and defend their country against the common enemy.

Five teachers of our High School enlisted in some branch of the National Army or Navy; two entered Y. M. C. A. work. The Secretary of the Board of Education and one member of the Board of Education are now doing duty in some of the cantonments of the country. One member of the medical staff enlisted in the army. There are eighty-six former members of the High School who are enlisted under the Stars and Stripes ready to fight for the cause of humanity.

The female teachers of our schools have shown commendable zeal in the work of the Red Cross and have devoted a great deal of their time after school hours in making garments for the soldiers. In the cooking classes many lessons have been directed toward the conservation of food and to the preserving of food; in the sewing classes many articles for the soldiers have been made. There is hardly a person connected with our schools who has not done his "bit" for the glory and service of his country.

After all, education is largely in the nature of an investment. In the past we have been apt to emphasize it as a safeguarding influence and from the standpoint of the State even as a necessity. It is self-evident that no democracy can long exist that is permeated by ignorance and superstition; therefore, we must have laws which will bring the stress of compulsion to bear upon the unwillingness of pupils, the selfish greed of parents and the indifference of unknowing communities. This new thought is coming into educational affairs. The tremendous influence of business and industry in our national affairs is beginning to cover our national ideas and ideals. Whether or not these tendencies are the safest and best for our democracy time alone can tell it; they do contain some pregnant thoughts for education.

INCREASE IN SALARIES

The Board of Education did a commendable thing when it voted to give every employee in the department an increase in salary. The Board of Education was loyally supported in this movement by His Honor Mayor Griffin, who set his seal of approval upon the measure and was largely instrumental in bringing about this result which was so pleasing and appreciated by the whole department. In my judgment the Board of Education was eminently justified in this act on the ground of the high cost of living.

Dr. Van Dyke uttered a trite saying when he said: "Teaching is the poorest paid and the best rewarded of all professions." The former part of this statement cannot be contradicted. It is accepted by fair-minded people that there are many satisfying rewards in teaching apart from the salary received. But, however satisfying these rewards may be, they are no help in meeting financial obligations.

It is beyond question that the living conditions are becoming so serious that the teachers are really worse off than they were a year ago. It seems apparent that worse conditions are sure to continue for an indefinite time and that if a change for the better does finally come the situation will never return to the level of a year or two ago. We have probably entered upon an era of high cost of living that will to a large extent prove permanent. Compensation for nearly all kinds of labor has reached a higher point than ever before in the history of the world. The demand for increased production is also higher than ever before. Even after the present crisis is past the demand for production will continue—thus continuing, if not perpetuating, higher wages, not perhaps quite so high as now, but surely higher than in the past.

But what has all this to do with teachers' salaries? Much, for we shall be in serious competition with other kinds of labor,

and unless the teaching profession offers remuneration comparable with other vocations, skilled and unskilled, we shall not be able to attract and hold teachers of first class ability. Already fewer are preparing for teaching and more are leaving because of better prospects in other lines. If this is to continue our schools are sure to suffer. The only remedy and safeguard is to make it worth while for promising young men and women to enter and remain in the teaching profession.

It is true that our present salaries, compared with the average salaries of all the teachers in the State, seem quite reasonable. It is also true that in discussing local salaries many people are inclined to compare them with the average, and fail to recognize the many factors that may make such comparisons valueless and unfair. A living salary in one community may be entirely inadequate in another. In all communities living salaries must advance with the increasing cost of living.

LENGTHENING THE SCHOOL DAY

The introduction of physical training in our curriculum necessitated the lengthening of the school day.

The question of physical culture became mandatory upon us, as it became a law by legislative enactment. It was not a question whether this law was wise or that it was an uncalled for innovation; but the simple fact remains that inasmuch that it was added to the curriculum, it could be provided for only by the lengthening of the school day.

No sane person would be in favor of eliminating any of the essentials, such as arithmetic, grammar, composition, spelling, etc., in order to make place for this added subject.

The public school is unquestionably committed to the teaching of the three R's, and these subjects must receive the proper time and attention to make the pupils efficient in them to the highest degree.

The tendency of the times throughout the country, for the past fifteen years, has been to lengthen the school day and year. In the West this has become an accomplished fact. In some sections of the country this scheme has been adopted so as to provide for continuous session all the year round. These schools have sessions for three months at a time with a short recess intervening; these recesses constitute their yearly vacation period.

The lengthening of the school day has met with some opposition on the part of our teachers. They seem to be unmindful of the fact that they are employed to teach a full day, and that the Board of Education has the exclusive right to determine what that day shall be. As employees they should show their loyalty to the system by giving cheerful acquiescence. Their employment calls for this, and a great deal more can be accomplished with an earnest co-operation on the part of the teaching staff.

PHYSICAL CULTURE

The results of introducing physical culture in our schools has much upon which to be congratulated. There is convincing evidence that its efforts are being rewarded with no small degree of success.

A program in the regularity and the efficiency of the instruction in the daily exercises and calisthenic drills in which every child of the schools must take part has been instituted. The interest manifested by the children in these games and exercises has been maintained with unabated zeal.

The physical training law enacted at the last session of the Legislature aims to make children of the public schools physically fit now and physically fit later when they are men and women—it aims to produce a stalwart race of men and women. The public school is the place where this training should begin, where the youth will be trained so that their physical vigor may become the foundation of their intellectual life, their industrial life and their civic and patriotic life.

This training in no small degree will contribute to their happiness and place them in a better position to serve society, the State and their country. Beyond question, the youth who has good red blood, hardened muscles, erect posture, steady nerves and an elastic step are just that much better prepared to take upon themselves the burdens of their country to be physically fit for social and patriotic service.

The keynote which runs through this training is—discipline. The youth of our country are sadly in need of discipline. They need it in the home, in the school and in society. The home and the school should be co-operative in this matter so as to bring about the best results. Life is not a science to be learned; it is an art to be practiced. And the school is the best place where this art can be practiced. If the youth are trained to be obedient and responsive to authority they will be laying the foundation of their future success.

In order to introduce this work it became incumbent upon the Board of Education to lengthen the school day so as to make time for this additional work. If the teachers are allied to their responsibilities they will at once recognize the fact that these exercises secure on the part of their pupils better vigor and relaxation. In a word, they are merely performing their patriotic duty in making the boys and girls more healthful and capable of performing greater deeds; in fact, it is a new attitude toward health. After all, that is the primary aim of all education—to so train our young people that they may have help—sleep well, to digest well and to be fit for their school duties. This is pre-eminently the new and real gospel of good health. The aims of physical education as set forth by the State are:

1. Hygiene which embraces games, athletics, folk dances and free hand gymnastics.

2. Corrective gymnastics which embrace all forms of exercises that correct defects of posture.

3. Educational—which includes exercises that train the powers of co-ordination, teaching ease and skill in handling the body.

4. Recreative—which embraces the recreative character of games, dances, etc.

The old saying, a sound mind in a sound body, is just as true to-day as it was when it was first uttered. As planned by the State this training is comprehensive and if properly followed will bring about this desired result.

LAYING THE CORNERSTONE OF NEW SCHOOL NO. 3

The cornerstone of the new building to be known as School No. 3, in the presence of a large assembly, was laid on April 10, 1918, amid appropriate exercises. His Honor Mayor Griffin wielded the trowel and with a few choice remarks performed the ceremony. The building is located at Fifth and Adams streets and when completed will be one of the finest school buildings in the city. It will have a capacity of housing 1,400 pupils. It is the plan of the Board to establish on its completion an up-to-date roof garden with all the modern appliances for caring for anaemic children. The Mental Defective classes which are now scattered throughout the city are to be housed within its walls, thus giving this special class of pupils instruction in a perfect gradation of work.

BOYS ON THE FARM

An urgent call came to the schools for help on the farms and for the cultivation of home and school gardens.

This appeal met an enthusiastic response and many High School boys left before the close of school in June. They gave up their summer vacation and devoted themselves to hard labor on the farm. Regardless of the value of their work in the line

of increased production, this experience was quite worth while, not only to the boys themselves, but equally because of its influence upon such future activities. They learned to appreciate the meaning and value of labor and thereby gained a clearer idea of the cost of production. Moreover they perhaps sacrificed a few pages of Latin, a little English and a bit of science and mathematics, but this loss was more than equalized by the benefit to the boys.

JUNIOR HIGH SCHOOL

While as a whole the work of the Junior High School, as presently organized, has given satisfaction, much better results might be obtained from an enlargement of the present curriculum. Since the introduction of the Junior High School the greater part of our educational effort has been directed along strictly academic lines, the course of study running parallel, as far as possible, with the work done in the upper grades of the elementary schools. Changes have been made to better meet the requirements for admission to the High School. Some attention has been given to vocation work; but no well organized plan of vocational work, especially adapted to Junior High School pupils, has been made a part of the course of study. It is to the reorganization of the present course of study so as to include a large amount of vocational activity that I now wish to call your attention.

The Junior High School should make it possible for the pupil to determine for himself the kind of work he should elect on entering High School, and it should further enable the teacher to direct and advise the pupil in the choices he will make. Unless the work in vocational education forms an equal part of the course of study with work in strictly academic development, the pupil is denied the opportunity of testing his skill along vocational lines, and the teacher has no means of knowing what ability or aptitude the pupil may have in that direction.

I would, therefore, recommend that the course of study for the Junior High School be reorganized so as to include a complete course in shop work and the allied activities and that some provision be made to have the Junior High School pupils attend the shops and work rooms now established in some of the elementary schools. Under such an arrangement an enlargement of the present course of study would result, and a better and more equitable grading of the Junior High School pupils would be brought about. In a word, the work assigned to the pupils would have in mind their mental development and be a test of their aptitudes and abilities.

CHANGED GRADUATING EXERCISES

The school work of our city has been adjusted in no small degree to the changing conditions brought about by the great war. This is marked in the simplicity of the graduating exercises of the Grammar and High School. These exercises in the past were elaborated by expensive dresses, flowers, motor cars, etc. But this year, I am pleased to state, our exercises have been with a simpler and less formal ceremony—most pleasing to school officials and parents.

I am hoping that this manner of conducting the graduating exercises for the pupils of our schools will continue so that we shall have dignity in all its simplicity.

HIGH SCHOOL GRADUATES

February, 1918.

Commercial Department

Rose Albrizio	Mildred Dorothy Messenkopf
Bertha Beer	Ethel Loretta Mettler
Frank Bucino	Lillie Wilhelmina Nelson
Olive Maud Buechler	Rose Novinsky
Susie Burchel	Pauline Elsie Papay
Mary R. Cooney	Julius F. Remy
Christina E. Degelmann	Mabel Mary Roberts
Salvator De Rosa	Adrienne Marie Roggio
Martin Anthony Dreyer	Mary Sabary
Louise H. Droste	Helen Bertha Schultz
Gertrude R. Federman	Mildred M. Smith
Edna Margaret Grube	Peter Soen
Beatrice Alberts Hartzfeld	Emma J. Spanek
Meta Anna Heitmann	Martha Steinberg
Ida Henrietta Hillebrecht	Augusta B. Stern
John J. Huelbig	Margaret L. Treubert
Margaret Frieda Jensen	Augusta M. Ufferfilge
Lillie B. Kayser	Frances Marie Verbist
Augusta Dorothy Kroger	

Academic Department

Morris Baker	William Greenberg
William Bentsien	Rose Halpen
Molly Julia Cash	Anita Hazel Limbacher
Thomas Abell Child	Adelaide R. Paganelli
Pauline Lillian Feldman	Marian Louise Price
Walter Gibian	Herman Henry Pruser
Fanny G. Goldstein	Miriam Rothschild
William Gould	Mary Adelaide Smith

Technical Department

George Chester Bonstelle	Norman Lee Houck
Donald Howard Clark	Lewis Joseph Maylander
Edwin Angell Dickinson	Newman Lee Pritchard
Howard Willing Erickson	William Charles Reimer

HIGH SCHOOL GRADUATES

June, 1918.

Academic Department

Mildred W. Aeschbach	Joseph Derochie
Eleanor Bender	Isidore Dworkin
Valesca Brinkman	Walter Farr
Beatrice Cuneo	Elvin F. Ferris
Florence R. Dondero	Paul Joseph Glasheen
Margaret Falconer	Walter Gonzales
Ethel Jacobsen	Arthur C. Hirschfeld
Inez R. Mazza	Joseph Kenny
Clara Nonenbacher	Charles A. Lohmann
Jeanette M. Palmer	Milton Lubash
Louise J. Schlichting	Nicholas P. Palihnich
Ruth Weisbart	Charles M. Peluso
Frederich J. Aeschbach	Arthur W. Pindar
Ernest C. Baack	William Rupp
Harold Bitman	Louis S. Schneiweis
Harold Bragg	Albert B. Vezzetti

Technical Department

George J. Brenner	Charles J. Noeding
John Budy	William T. Wyler

Commercial Department

Margaret Genevieve Boice	Hedwig Caroline Schorr
Angelina C. Bonsignore	Rose P. Schwartz
Anna C. Cooney	Belle Secolsky
Ruth R. Handelman	Mary C. Tepe
Aagot G. Hoilund	Matilda Tobias
Mathilda Jernstedt	Johanna Weil
Edna M. Johnston	Theodore F. Ausenik
Marie Elizabeth Klein	Francis Patrick Carey
Esther Albena Leslie	Arthur David Geismar
Lillian Helen Meissner	Roger Withers Richardson
Alice Mathilda Nelson	Charles Visconti
Thelma Christina Newburg	Anthony Verdicchio

GRAMMAR SCHOOL GRADUATES

February, 1918.

School No. 1

Emma D. Abel
 Abraham Abramowitz
 Morris Abramowitz
 Charlotte M. Bade
 Isidor I. Batles
 Mary R. Biggio
 Sylvan S. Cohen
 John Cordan
 Anastasia A. Chrils
 Veronica E. Curtin
 James F. Del Mastro
 Yaromiri E. Dolegal
 Lillian Federmann
 Annie Feinstein
 Harold Ferrell
 Johanna M. Foedrowitz
 Jacob Frakt
 William E. Frommer
 Stella Garbarine
 Clara M. Genthe
 George E. Giddings
 Rose Gold
 William F. Goldberg
 Gustav Goldstein
 Albert Grissoni
 William F. Grobe
 Hattie Halden
 Jerome Hannis
 Raymond Harper
 Elizabeth E. Hartman
 Nicholas Heyman
 Julia Holz
 Evelyn Horwitz
 Adele M. Jacobs
 Bernard W. Jaeger
 Michael F. Keane

Otto J. Kuhlmoegen
 Jeanette A. Loewe
 Ruth M. Marino
 Max H. Marzel
 John Millow
 Sarah Muir
 Samuel Nashel
 Eleanore Olsen
 Mary Pappas
 Mary O'Shea
 Ella M. Puschernus
 Ethel V. Puvogel
 Jennie M. Raffo
 John L. Reilly
 John Ricardi
 Agnes T. Riley
 Rosalie R. Roggio
 Catherine A. Roschi
 Gertrude H. Ryan
 Mildred R. Schaefer
 Anna T. Schmaus
 Elizabeth Scossimarro
 Emma Seip
 Sophie G. Siegel
 Howard Shamberger
 Abraham Solomon
 Nathan Stern
 Dorothy T. Swenson
 May S. Swenson
 Frances R. Valente
 Samuel Walters
 August Wetzel
 Bertha L. Wolfe
 Charles H. Worrischech
 John F. Zanelli
 Margaretha M. Zimmermann

School No. 2

Arnold Anderson
 Howard T. Anderson
 Walter C. Bonin
 Grace F. Goodwin
 Nathan Gould
 L. Winifred Hedlund
 Ellen B. Hoabestad
 Adolph H. Jurgensen
 William A. Kaufmann
 May Kloeblen

Ethel M. Kraeft
 Mortimer G. Lehman
 William B. Mayrer
 Albert H. Soder
 Henry C. Speckmann
 George Stubbs
 Agnes E. Thompson
 Herman W. Wendt
 Edward F. Weinberg

School No. 4

Harry Anderson
 Michael Avila
 Charlotte Brockmann
 Gertrude Bach
 Carmela Carrassa
 Madeline Cordts
 Ella Dicker
 Lillian Dierker
 Vincent Fallon
 Horace Findlay
 Nettie Greenberg
 Irvin Hitzler
 Pauline Gould
 Walter Johannsen

James Larkin
 Angela Liberti
 John Ollich
 Rosamond Orr
 Mary Peragallo
 Ella Phelan
 Hannah Pomeranz
 Mary Pomeranz
 Viola Schultz
 Sidney Spiegel
 Edwin Steinfeld
 Ralph Taylor
 Charles Van den Bulck
 Gertrude Weger

School No. 6

Samuel G. Allison
 Dora S. Anderson
 Oscar A. Anderson
 Rowland L. Bell
 Mildred R. Brode
 Marjorie E. Compton
 Genevieve E. Conway
 Bernard J. Cunnane
 William J. Cunnane
 Rita V. Fliehmman
 Harold I. Gibian
 William G. Ham
 Ralph N. Herring
 John E. Kopf

Christian Lample
 John Martone
 Emma A. Menken
 Walter T. Messig
 Sarah E. Mottershead
 Mildred W. Murphy
 Nannie A. Nash
 Edith L. Olson
 Gladys M. Paris
 Edna O. Schildknecht
 Charles R. Thiele
 Louis I. Valla
 Alice E. Witt

School No. 8

Anthony Accatatta
 Anthony Jos. Arcediano
 Eva Henrietta Betten
 Joseph Bottichio
 Jesserino Thos. Calabrese
 Anthony Gerals Carbone
 Samuel Ernest Carbone
 Anthony Data
 Sebastian William Gagliastro
 Anna Loretta Gerhardt
 Walter Ludwig Heumann
 Theodore Edward Kaim

Esther Keyes
 Dorothy Kiernan
 Rose Lauterstein
 Romia Leo
 Lena Caroline Montesano
 Allan Anthony Petersen
 Amatteo Mathew Pompliano
 Carmela Riccio
 Joseph Anthony Salinardi
 May Schlein
 John Curtis Thorne
 Congretta Mary Vaccaro

School No. 9

Anthony John Alusia
 Irene Veronica Brady
 Dominick P. Cella
 Edward George Dembowski
 Stephen F. Dorso
 Solomon Eigenfeld
 William Henry Forbes
 Celia Sylvia Goldberg
 Edith Goldman
 Gladys Lillian Gorman
 Fred I. Greenberg
 Lillian Minnie Greenberg

Marguerite W. Habedank
 Harry C. Hauck
 Sadie D. Kirschner
 Anna Theresa Long
 Edward Carl Madison
 Wilma Marie Muller
 Anna Constance Rippe
 Estelle Schrappier
 Lillian Felicita Seville
 Abraham H. Sles
 Derola Mary Sylvester
 Mary Rose Varney

GRAMMAR SCHOOL GRADUATES

June, 1918.

School No. 1

Merwyn Anderson
 Matthew W. Banka
 Anna C. Beck
 Alexander L. Beckers
 Johanna S. Berg
 Florence E. Bezer
 Louis Bilus
 Anthony P. Brancia
 Peter V. Brunck
 Anna V. Cahill
 Virginia E. Calandriello
 Sophie J. Cash
 Rose P. Cheiten
 Frank Conglose
 Thomas W. Curtis
 Rose J. De Bari
 Nina E. Fantana
 Morris Fisher
 Caroline Fromm
 Joseph A. Fusco
 John Gilbert
 Tina R. Ginsberg
 Jeanette Y. Gold
 Matilda E. Glick
 Harriet Greenberg
 Herman O. Grundman
 David M. Herman
 Victor Jacobs
 Frances J. Johnson
 Helen K. Karoli
 Paul J. Keliti
 Frank E. Klotz
 George M. Leahy
 Katherine F. Maringo
 Lillian V. Maxwell
 Florence R. McKierman

Samuel W. Nevins
 Caroline M. Nielssen
 John J. O'Shea
 Dominic Pinto
 Abby Rains
 Minnie E. Reinhardt
 Margaret F. Reynolds
 Victoria Robinson
 Sydney Rosenblatt
 Ralph Rosenfeld
 Aili H. Ross
 Rosa A. Rubenstein
 Joseph Sadoff
 Frederick A. Schmidt
 Gertrude L. Schneider
 Anna L. Schneider
 Lawrence O. Gunlak
 Henry Herczog
 Esther V. Schwartz
 Dominick N. Scoccimaro
 Marie Siech
 Cecelia A. Stelzer
 Julia V. Streit
 Solomon Susser
 Frank J. Tantis
 Sidney B. Tausend
 Wilma Schneider
 Antoinette F. Schmaus
 Anna Tobias
 William F. Vogt
 William F. Ufferfilge
 Sidney S. Wasserberg
 Lillian C. Whalen
 Virginia A. Wichelms
 Frieda L. Wisnyi
 Harold Bauman

School No. 2

Edward Joseph Hoff
 John Joseph Johnsen
 Jacob Kaufmann
 William Kernaghan Patterson
 Malcolm George Peck
 John Peetoom
 Gordon Daniel Polesie
 William Frederick Schultz
 Alice Andersen

Dorothy Ragnhild Andersen
 Isabella Miller Beard
 Evelyn Ellen Davies
 Margaret Anna de Haan
 Marion Josephine McCarthy
 Elsie Marie Meyer
 Marie Johanna Pelgrik
 Edith Rubin
 Frances Loretta Wilson

School No. 4

Arthur F. Balster
 Lillian C. Brennan
 Henrietta Buermeyer
 Moses Cooper
 Alma A. C. Cordts
 Eugenia Dicker
 Alice Eliason
 Bertha B. Feldman
 Dorothy E. J. Green
 Margaret R. Haines
 Ellie Hirschmann
 Jeanne A. Heisterkamp
 Florence Edith Knuppel
 Nancy M. Lamenafr
 William C. Losowich

Milfred L. Moe
 Anthony W. Natoli
 Mary M. Nolan
 Charles William Paganelli
 Myrtle M. Peterson
 Rose E. Pritzker
 Josephine H. Protomastro
 Edward F. Sciorsei
 Jerome F. Speyer
 Elsie Anna Spohr
 Augusta E. Steinel
 William J. Steinwehr
 Lina O. Neewgaard
 Angelina E. Tiscornia
 Gertrude E. Williamson

School No. 6

William Gunnar Atkinson
 Maurice E. J. Breen
 John S. Burchel
 Walter Joseph Goerschner
 Klaas Gruys, Jr.
 William T. Johnson, Jr.
 William Kennedy
 Theodore Lamar
 Charles Cord Otten
 John Joseph Verdon
 William P. Verdon, Jr.
 Irving Copeland Wilson
 John Angus Murray

Esther Eckert
 Sarah Blanche Eisenberg
 Emily Mildred Gilloon
 Cora Hodgins
 Agnes Cassel Leckie
 Anita Augusta Muller
 Charlotte Elsie Nagel
 Mary Othilie Olsen
 Josephine Ruggiero
 Marion Helen Snyder
 Katherine M. Stampe
 May Augusta Vinck
 Mary Wallace

School No. 8

Lida Clementsen
 Katherine Calabro
 Margaretta Eleanor George
 Florence Frances Russo
 Pauline Dorothy Shub
 Josephine Ethel Visalli
 Mathilda Rose Yaccarino
 Ernest Joseph Brizzolara
 Edward Jerome Barrone
 John Brunken
 Frank Raymond Garbarine
 John Joseph Dondero

Anthony Della Bella
 Charles Manfra
 Angelo Charles Marino
 Louis Mongillo
 Frank Vincent Sesty
 Harry Francis Sievers
 James Nathan Spingola
 Anthony Louis Tamburro
 Angelo Michael Verna
 Louis George Molinari
 Elsie Marie Meyer

School No. 9

William John Berg
 Anna Marguerite Bonaldi
 Lillie Margaret Brandt
 Marguerite Frances Brassell
 Genevieve Marie Contaldi
 Charles Anthony Garbarini
 Pauline Katherine Glaser
 Lillian Gross
 Irene Elizabeth Hackenberg
 Ruth Rubsch
 Sarah S. Kahan
 Walter Peter Koch
 Johanna Pauline Gallo
 Anna Marie Bach

Bertha Beatrice Lange
 Mary Anna Muegge
 Margaret New
 Frances Antoinette Romano
 Zena Henrietta Rosenberger
 Harry Rothouse
 Lillian Josephine Soehngen
 Alice May Somerville
 Max Tepman
 Catherine Viehmeyer
 Mary Chancellor Viehmeyer
 Louise Catherine Vion
 Florence May Woltmann
 Cora Adeline Wright

SCHOOL AUXILIARY OF THE AMERICAN RED CROSS

The Board of Education met the war crisis in an admirable manner when it appointed Miss Sadie F. Leinkauf and Dr. Joseph F. Londrigan as members of a committee to organize and direct a school auxiliary of the American Red Cross.

The committee went to work with a resolute will and in a short time the school auxiliary became a reality. The teachers and all the members in the department became members and offered their services to do work after school hours. Headquarters were established in the Library Building and on specified afternoons the teachers reported there for work. The work was carefully systemized and progressed with wonderful speed.

The following table of garments prepared by this Auxiliary will give some idea of the extensive work accomplished from date of organization to June 30, 1918. Also the statement of moneys collected through the efforts of principals, teachers, pupils and officials of the School Department.

SUMMARY

Report of the School Auxiliary, American Red Cross

Knitted Garments	Junior Red Cross	Senior Work	Total
Beanies and Caps.....	116	444	560
Earmuffs	44	165	209
Helmets	31	198	229
Scarfs	88	113	201
Sweaters	427	736	1263
Socks	71 Pr.	498 Pr.	569 Pr.
Wipes		1705	1705
Water bottle cover.....		1	1
Wristlets	150 Pr.	389 Pr.	539 Pr.

Included in the above are the following, which were donated by the pupils in the High School:

35 Pr. Socks
82 Sweaters
6 Helmets

*Senior work includes that done by the teachers in all the schools, and the High School pupils.

SUMMARY

Report of the School Auxiliary, American Red Cross

Sewed Garments	Junior Red Cross	Senior Work	Total
Bed sheets	113	113	113
Bed socks	233	233	233
Booties	4	4	4
Bed shoes	157	157	157
Belgian refugee garments	11	23	34
Bags, hospital	633	535	1,168
Comfort kits	164	164	164
Doctors' caps	240	240	240
Emergency shirts	70	70	70
Fracture pillows	224	325	549
Housewives	236	1	237
Ice bag covers	36	36	36
Nightingales	323	323	323
Pillow cases	537	537	537
Pajamas	197	197	197
Surgical shirts	290	290	290
Surgical leggings	167	167	167
Surgical stockings	2	2	2
Vests (French)	45	45	45
Water-bottle covers	79	79	79

Included in the above are the following, which were donated by the High School Pupils:

- 148 Bed booties
- 143 Fracture pillows
- 70 Hot water-bottle covers
- 52 Surgical stockings
- 14 Refugee garments
- 4 Watch caps

The pupils of the public, private and parochial schools, through their teachers and principals, have been most generous in the financial support of the Red Cross work. All the schools in the city became unit organizations of the Junior Red Cross, thereby enrolling 10,649 pupils and contributing \$2,662.25; this money was secured in most cases by the efforts of the children through the sale of tinfoil, papers, bottles and other salable articles. The children were guided by their teachers in this work, and much credit is due the teachers for the interest which was taken in addition to their many duties in connection with war work.

The Industrial Department did splendid service in making wooden knitting needles which were purchased and used by the

pupils in the schools. The sale of knitting needles brought \$79.56 to the treasury of the Junior Red Cross.

The High School pupils have been most generous and active in their support of the Red Cross work. They have maintained a separate fund, \$200 of which was donated by the February and June, 1918, graduating classes, and weekly collections amounting to \$239.42 made by the pupils. The High School pupils purchased their materials, completed the garments and then donated them to the Red Cross through the School Auxiliary.

Through the efforts of the School Auxiliary, \$2,232.85 was collected for the Second Red Cross War Fund, May 20-27, 1918.

SUMMARY REPORT OF MONEYS RECEIVED THROUGH THE SCHOOL DEPARTMENT AUXILIARY

	Amount Received.
Through Memberships.....	\$2,382 00
Donations... ..	27 02
Through Entertainments.....	1,465 36
Through Sale of Red Cross Pins.....	67 00
High School Students—February, 1918, Class.....	55 00
Interest.....	16
	\$3,996 54

Of the total amount received, \$734.87 was spent for the Christmas Boxes sent out by the School Auxiliary, American Red Cross. The balance \$3,260.67, was forwarded to the treasurer of the Hoboken Chapter.

July 17, 1918.

SCHOOL AUXILIARY, AMERICAN RED CROSS

Report of Receipts—April 30, 1917, to June 30, 1918.

Date.		Amount
April 30-July 13, 1917.		
Memberships.....	\$481 00	
Donations, Pre-Vocational School.....	20 02	
Sale of Red Cross Pins.....	65 00	
Entertainment	615 00	
	<hr/>	\$1,181 02
Nov., 1917		
Memberships	11 00	
Donation	2 00	
	<hr/>	13 00
Dec. 6, 1917.		
High School Students, Feb. 1918 Class...	55 00	
	<hr/>	55 00
Jan, 1918.		
Memberships in Christmas Drive	1,775 00	
	<hr/>	1,775 00
Jan. 29, 1918.		
Proceeds from Euchre and Moving Picture.	850 36	
Interest	16	
	<hr/>	850 52
Feb. 6, 1918.		
Amount received for Memberships after		
Christmas Drive.....	104 00	
	<hr/>	104 00
June 7, 1918.		
Memberships	11 00	
Donation, Pupils in M. D. Class, No.		
9 School.....	5 00	
Sale of Red Cross Pins.....	2 00	
	<hr/>	18 00
Total receipts.....		<hr/> \$3,996 54

School No. 1 volunteered to give a moving picture show so that the Auxiliary would be able to supply Christmas Boxes to all Hoboken boys in service.

JUNIOR RED CROSS WORK

President Wilson, under date of September 18, 1917, issued a proclamation to the school children and called upon them to do their part in the war by joining the Red Cross. He told the children to think of their school as the natural center of their lives; to serve the community in which they live; to reach out through service and study to the larger world outside; to have

behind all action high ideals; to save that others less fortunate may have; to learn how to do, and through doing, how to grow; to learn directly of the world of action while it is in action; to work with their elders for a common purpose—the common purpose of being useful citizens of our great country.

At a conference held at the National Headquarters in September, 1917, it was decided to invite the school children in the United States to join the Red Cross movement.

The Junior Department of the Red Cross is now an official branch of the American Red Cross and asks every pupil in our public schools to give time, money and work for the boys and girls of France, Italy, Belgium, Serbia, Albania and other countries invaded by our common enemy.

There are millions of soldiers in the Allied Armies who are fighting our battles and at the same time there are millions of boys and girls in our public schools who can very materially assist and can do something by their work and gifts to alleviate the sufferings of this battle scarred world.

The Junior Red Cross serves the double purpose of assisting our manhood and womanhood in the war of to-day and of assuring the loyalty of the manhood and womanhood of to-morrow. It has been truthfully said that the girls and boys who become members of the Red Cross in the schools would have the honor of rendering their country and humanity a two-fold service, that of helping to make the world safe for Democracy in this crisis and of keeping it safe when this generation shall have passed away.

Having learned Patriotism through self-denial in little things they will be strong to uphold it in the greatest.

As I understand the situation, the members of the Junior Red Cross can send to the thousands of boys and girls across the sea warm clothes to protect them from the inclement weather. These poor, unfortunate children are homeless and poorly clad.

They need food and warm clothes. I believe that the Junior Red Cross can carry joy into the "Home" and saddened hearts of these refugee children by sending them warm clothes and pretty garments so that for a time, at least, they will have a taste of their old-time happiness.

This movement certainly is bringing to the schools an emphasis on service, service the children can give to their nation and to the world. It deals with activities rather than with instruction, with activities for the public service. We are at war and the war cannot be won except through service. The Red Cross Service offers useful work which children may contribute under school supervision. This movement is discouraging inefficiency, waste and carelessness, but is emphasizing the lesson of co-operation and of following skilled guidance.

It will be seen that the whole foundation of the Red Cross is sympathy. It started with sympathy and it will continue with that motive. Let us transform sympathy and interest in those who are suffering into action—prompt action, effective and intelligent so that those who wish to help may be lifted up and given a chance once more to work their own way in the world.

In my judgment the spirit of the Red Cross work has been the means of stimulating all the present school work and has added to it the possibilities of service. The schools have profited much by the service they have given the Red Cross. The profit has been so large that it merits special consideration. By giving much we have gained more.

The subject of history has been vitalized. The pupils have learned with increased interest the age-long struggle for liberty and the great possibilities of a great world-wide democracy.

In geography they have been made to realize as never before the quaintness of foreign countries, their strange customs and dress and to learn how the trend of recent events have led toward one-ness of purpose for the common good of all.

The teachers of English have had splendid opportunity for interpreting the spirit of other peoples and other time through the medium of choice specimens of English produced since the war began and by these means to connect school activities with life processes and human need.

In civics and politics they have had the opportunity to learn, not through books, but from actual city or country life, many valuable lessons which have been for the betterment of mankind.

Furthermore, they have had the privilege to learn of public health, not only from lectures, but through keeping the school building clean and sightly. In a word, the work aims to put principles learned at school into practice for the uplifting and betterment of the race.

The Junior Department of the Red Cross was organized in this city during the month of February. It was decided to make a big drive for organization of all the schools between Lincoln's and Washington's Birthdays. This effort was finally consummated before the end of April.

The following executive committee, consisting of Miss Sadie F. Leinkauf, chairman; Miss Almenia Wilson, secretary; Miss Kate McHale, treasurer, was selected; Dr. Joseph F. Londrigan and Superintendent A. J. Demarest, acting in the capacity of advisory members.

The principal in each school was appointed as chairman of a sub-committee on organization.

Work of organization was begun at once and so effectively was it rendered that before the month of April had rolled around each school had become a unit in the organization. The principals and teachers are entitled to the highest words of commendation for the splendid work that they have done to make their respective classes a unit.

In behalf of the executive committee, Superintendent Demarest visited each school and during appropriate patriotic exercises

presented each school with a charter in the Junior Order of the Red Cross and the Red Cross flag, which ensign is now floating on the flagstaff beneath the Stars and Stripes.

The various activities of each department were reconstructed to meet the needs of the war situation.

The teachers of cookery have reconstructed their program and have done all in their power to aid powerfully and perhaps to shorten the war. No part of the science of cookery has been slighted, but the teachers have endeavored to meet the war demands made upon us by necessities of war and to send their girls out into the world to become housewives with the most practical ways of saving efficiently.

The sewing classes have been industriously at work in providing war relief supplies such as sweaters, helmets, wristlets, socks, beanies, etc. While in the High School they have confined their activities to sweaters, helmets, wristlets, ear muffs, beanies, stockings, pajamas, hospital bags, nightingales, fracture pillows, pillow slips, comfort kits, surgeon's caps and refugee dresses.

The Manual Training shops have come nobly to the cause in the manufacture of articles of constructive patriotic service.

The Junior Department of the Red Cross is fighting the battle of freedom—it is a battle for the freedom of the people everywhere, and we shall be stronger and our life will be sweeter for the fight that we have made.

FOUR MINUTE SPEAKERS

The organization of the Four Minute speakers in our schools was another phase of the war activities that scored a great success. These Four Minute speakers were the very youthful students who entered the contest with genuine enthusiasm. Their orations on Liberty and Thrift Stamps were very meritorious and

were delivered in splendid forensic fashion. They played a prominent part in the Third Liberty Loan drive and rendered excellent service in the Thrift Stamp campaign. All of which goes to show the ability of our students to acquit themselves with honor when the opportunity presents itself. They certainly were a credit to their schools and an honor to the school system.

The following is a list of the Four Minute speakers by schools:

School No. 1—Allen Mulligan, Anna Yankers, Lloyd Lebeuf, Bella Ross, Martha Gfaller, Evelyn Boese, Joseph Leacandia, Ralph Kaplan, Lena Daniels, Geo. Bobbe, Minnie Olsen, Emil Kissel, John Wormcke, Lillian Wechsler, Anna Tobias, Ernest Lehnhoff, Rose Cheiten, Sylvia Wasserberg, Louis Nordwig, Milton Kramer, William Wilson, Juliette Lopez, James Mulligan.

School No. 2—Walter Hayward, Adelaide Denton, Gordon Polesie.

School No. 4—Moses Cooper, Anthony Natoli, William Cooper, Americus Paganelli, Chris. Otten, Meyer Eichler, Mildred Anderson, Meyer Beck, Lewis Rosenthal, Gertrude Scherling, Anna Profita, Thomas Geaimo, Jeannette Herten, Gladys Bernewitz, Michael Conway, Jerome Moran, Mason Rose, Morris Savitch, Walter Stalling, Roger Sciorsci, Fred Rauschenbach, Mary Sciorsci, Gertrude Schae, Grace Engel, Adeline Driesen, Margaret Pratsch, Frank Andersen, Julian Vereeken, Olga Johansen, Emelia Heidekruger, Stephen Davis, Joseph Guagliri, John McKenzie, Alma Elbert, Cecelia Magnus, Erwin Jarden, Elizabeth Kolk, Rose Lammoglia, Gertrude Schnetzler, Joseph Holzman, Theresa Hansen, Mary Giammo, Jennie Impomeni, Morris Holzman, Fred Hoffmann, Tillie Taub, Clara Pomeranz, Jennie Johannsen, Tony Fusceo, Johanne Mulder, Margaret Damave, Stanley Klein, Martin Nashmann, Helen Roggerman, Margaret Gieser, Carlton Schultz, Edward Reichenbach, Winifred Howarth, Fred Mulder, Annie Hastie, Adolph Muller.

School No. 5—Wolfgang Friedenstien, Anna Milosench.

School No. 6—Jack Verdon, Maurice Breen, John Koellisch, Hazel Pindar, Elizabeth Phelan, Duncan Burgoyne, Joseph Clements, Augusta Peters, Edward Klusmann, Lillian Sacks, Edgar Larsen, Randolph Jacobsen, Emeline Ress, Lillian Lamar, Frank Flynn, Charles Tonge, Mildred Duhrig, Joselyn Campbell, Marie Hauser, Clara Fisher, Morris Vogel.

School No. 7—Bennie Mazen, Theo. Recksick, Florence Ehlert.

School No. 8—Margaretta George, Dominic Pachella, Frank Branda, Celia Seminoff, Theresa Reitan.

School No. 9—Cora Wright, Tillie Witem, Alice Francke, Arthur Clark, Mollie Birnbaum, Lillian Baskin, Charles Carini, Harry Lange, Irving Mandelbaum, Louise Garbarini, Walter D. Vion.

SALE OF THRIFT STAMPS

The sale of Thrift Stamps in our schools has been most commendable. The pupils have taken hold of the movement with a great deal of enthusiasm and certainly have done all in their power to help the government win the war. The sale of Thrift Stamps was a great patriotic measure and has been the means of bringing the question of thrift to the earnest attention of our pupils. It has stamped out vice and at the same time has taught industry, sobriety and high ideals. It is one of the opportunities for which the schools have been seeking to teach the lesson of true citizenship.

Through the activities of the principals, teachers and pupils, Thrift Stamps in the amount of \$54,750 were purchased at our local postoffice.

GENERAL TESTS

Ever since their introduction, the department has given State tests twice each year to the graduating classes of the elementary schools. These tests have revealed the fact that the differences in scholastic standards between the schools have been very slight as it is the aim of the administration through these examinations to bring the various schools nearer a common standard of achievement.

It is neither possible nor desirable to cast all schools in one mould and to make the product identical to all. Every school should reflect the individuality of the principal and the teachers. Yet it is our aim to make the success of the system as a whole to conform to one high standard of excellence.

The State tests are used as a basis for promotion to our High School.

Moreover the standards of achievements in all our primary and grammar grades have been in operation for the past three or four years, tests which will neither restrain nor retard the bright pupils nor oppress or discourage those slow to learn. These tests are necessary to see what is being achieved and from a study of them to form satisfactory judgments as to the real progress made by each school.

I trust that through tests for standards of achievements we shall be able to provide a more elastic system of promotion from grade to grade and thereby help the pupil in cutting down the time for completing the elementary course of instruction. In these days of economic pressure, economy of time is most essential.

SUMMER COOKING CLASSES

Following the request of the Mayor and the Board of Education of our city, we organized and put into operation cooking classes for girls and women, during the month of July last. The kitchens of Schools Nos. 1, 8 and 9 and of the Industrial School

were used, directed by Mrs. Luehrs, the Misses Huger, Havens, Backus and Granat, respectively. Classes met on the evenings of Monday, Wednesday and Friday at School 1, 8 and 9, and in the morning, afternoon and evening of the same days at the Industrial School. The course of instruction embraced the essentials of breadmaking, the use of meat substitutes, the use of leftovers and canning and drying methods. The average attendance was 16 members per class. The products of the kitchen, as bread, biscuits, cooked or baked dishes, canned or preserved fruits and vegetables, were made in quantities large enough to suffice for family use, and were sold to the class at cost. The accompanying tables will summarize the work done. While the results of the summer classes were satisfactory as to the actual work done, it is amazing that the offer of the Board for free instruction in this important and interesting work did not meet with a much greater demand.

SUMMER COOKING SCHOOL

Teachers' Attendance Report

Miss Hazel M. Backus:

13 evening sessions
11 afternoon sessions
11 morning sessions

Miss Jennie Granat:

11 evening sessions
11 afternoon sessions
10 morning sessions

Mrs. Margaret Luehrs:

13 evening sessions

Miss Ada Havens:

13 evening sessions

Miss Elizabeth Huger:

11 evening sessions

Average Attendance Per Session

Industrial School—morning session.....	13
Industrial School—afternoon session.....	16
Industrial School—evening session.....	22
No. 1 School—evening session.....	13
No. 8 School—evening session.....	25
No. 9 School—evening session.....	9

Receipts and Expenditures

Industrial School receipts.....	\$52 67	
No. 1 School receipts.....	5 50	
No. 8 School receipts.....	4 27	
No. 9 School receipts.....	
		<hr/> \$62 44

Expenditures

Postage and stationery	\$3 41	
Jars and containers	20 02	
Vegetables	21 26	
		<hr/> \$44 69
Money returned to committee.....		17 75
		<hr/> \$62 44

BOYS PRE-VOCATIONAL SCHOOL

This branch of our school system has been discontinued since the beginning of the school term in September, because of untoward conditions. Both Mr. J. J. Griffin, teacher of academic subjects, and Mr. E. B. Arnold, shop teacher, have been called by their country. The existing school buildings allowed of no accommodation, and the poor enrollment at the beginning of the term (eight boys) was too discouraging. With your acquiescence, the boys were placed in their proper grades in the Grammar and Junior High Schools. We are considering plans for the re-establishment of this part of our system, deeming it a most important feature, and a necessary preliminary step for the installation of a vocational school which can demand Federal assistance under the Smith-Hughes Act.

GIRLS PRE-VOCATIONAL SCHOOL

Though this department is in charge of the Board for Industrial Education, it depends upon the grammar school for its quota of pupils. It is working far below its capacity, due to war conditions. It should receive greater support from the school system, since it concerns those girls who will not attend High School, but make up the large body of citizens upon whom the wellbeing of this country rests.

MENTAL DEFECTIVE CLASSES

The classes organized for mental defectives represent a very important phase of our work. These classes reach a class of students who are in need of a great deal of encouragement. The girls and the boys for these classes have been selected with care by the Simon-Binet test and include all classes except idiots. There are four such classes in the city directed by trained teachers. Such classes must of necessity be ungraded. The task before the teacher is an extremely difficult one. While to the casual observer such classes seem expensive, yet, when we consider that our expert physicians tell us that from two to three per cent. of our girls are not mentally normal, it is readily seen that unless these pupils are taken from the various class-rooms they are a persistent handicap to the normal child and do not begin to get, of course, from the work what they can in a special class. So that while apparently the special class is expensive, the results justify that expense, not only in allowing the normal child to go forward without the hindrance of such children in the class, but in allowing these children themselves to progress.

First, that they relieve the regular class-room grades of the backward children who are certainly a great handicap to the others; second, by having them under specially prepared teachers they can be studied and examined so that valuable advice may be given as to their treatment and final disposition; third, by suitable training many of these children can be turned out at graduation self-supporting, a few may be even sent back to their regular grades, though of course there will remain some who need be sent to institutions unless proper home care be provided; fourth, without this training almost all will probably become dependent. Therefore, the good that can come from these classes is self-evident.

NATURALIZATION CLASSES FOR AMERICAN CITIZENSHIP

The Evening School for foreign-born residents of Hoboken was opened in November, 1917, and remained in operation for 69 evengs, closing on April 5th. This late opening was due to the fact that no provisions had been made in the budget for a continuation of the Evening Schools this year. During the previous year, classes were not attended in sufficiently large numbers to warrant the Board of Education in continuing the work. This lack of attendance was due almost entirely to the abnormal conditions that have prevailed in the city for some time. The shortage of labor throughout the country has been particularly noticeable in the city of Hoboken, whose activities have grown apace with the tremendous demands of the present war. The men and women for whom the Evening Classes were intended, in very many cases, worked so late each night that it was absolutely impossible for them to attend the Evening Schools. Under the circumstances it was deemed advisable not to begin the work this year.

Early in the summer of 1917, the Judges of the Naturalization Court in Hudson County had displayed a keen interest in the Americanization problem, and suggested, even in spite of present conditions, that the Board of Education organize classes for the benefit of those who were desirous of becoming citizens. The Board of Education has always been deeply interested in this work and for the past four years organized classes in Americanization and citizenship and supplied teachers not only in the public school buildings, but even in factories where classrooms were fitted out for this purpose. At the request, therefore, of the County Judges and influenced by the Americanization work of the Federal Bureau of Education, it was decided to re-open the classes for the foreign-born residents of the City, and particular stress was laid upon the work of Americanizing aliens and fitting them for the duties and responsibilities of citizenship.

Questionnaires were prepared and sent to over 10,000 ters in the City through the pupils of the various schools. Letters were also sent to all the employers of foreign labor in the City, seeking their co-operation. Besides the letters from the Board of Education, hundreds of other letters were sent out by the Board of Trade of the City. The questionnaires were returned with the desired information. The results of this canvass showed some very startling disclosures. It indicated a very large number of foreign-born residents in Hoboken. It showed that there were very many who could not speak, read, or write the English language and who had not become citizens. Many of these signified their intention of becoming citizens, while others were unwilling or absolutely disinterested. Of those who were anxious to become citizens a large number desired to attend the Americanization classes, but were prevented because of the irregularity of their hours of work. The letters sent to the industries did not produce the anticipated results. Some of the industries were willing to co-operate with the Board of Education, but a very large number, if one may judge from the absence of replies, showed a positive indifference. This work which is so vitally important for the present and future of America, will never be successful until all realize and understand their relative duties and responsibilities. If America is to be, as it should be, for Americans, then every opportunity should be given those who have come to our shores to properly and intelligently prepare themselves for American citizenship. Those who have approached these people and control their labor must show a desire to help them to become worthy citizens. All employers have not given their full support, at least up to the present time. Every effort has been made for the past three or four years to arouse a keen interest in the Evening School, not only for the help it gives to the foreigners, but to the employers themselves. The importance of this work is becoming more and more appreciated, particularly since the United States entered the war.

Under the leadership of the Federation Bureau of Education of the Interior Department of Labor a systematic plan is now being developed through which it is hoped the work of Americanization will be carried on more successfully and more thoroughly throughout the country. This work, important as it is, and far-reaching as its effects will be, will never take its proper place in the educational program of the nation until those who can exert an influence for good over this foreign element in American communities show that they have the welfare of the country at heart and are sympathetically inclined to help in a social and humane way those who are the real subjects of Americanization work.

The employers of such labor have a tremendous responsibility toward the community and the nations, and unless they accept this responsibility and perform the service incident to it, they will be consciously or unconsciously augmenting untold difficulties for the future.

STANDARDS AND METHODS IN THE EDUCATION OF IMMIGRANTS

During the past year the Department of the Interior, through its division of Immigrant Education, prepared a definite program of standards and methods for the education of immigrants. Particular stress was laid on the financial support which the work of Americanization demands, either through Federal or State aid or local appropriations. It treated of the supervision of the work; the qualifications and salaries of teachers; the methods of publicity that might be employed, and the registration and classification of pupils. This program has been adopted either entirely or with some modifications to meet local conditions in very many places. Preparation for citizenship should be under the general supervision of the school authorities of every city, since it is a matter of education. Many political clubs and social organizations have attempted this Americanization work, not so much

for the purpose of making citizens of immigrants, but rather to increase the number of voters in their respective communities. Sometimes a small fee was charged to attend these classes organized for the selfish purpose of others. All efforts to change this condition have not been entirely successful. Now and then we are told that these men will not come to the Evening Schools for instruction in citizenship because they feel that the schools are too far above them. These selfish individuals are perfectly satisfied to conduct classes in places where it is impossible to impress the immigrant with the nature and importance of becoming worthy American citizens. They fail to realize that the mission of the school is to go down and lift these people up, to take them out of their environment to a higher plane, to keep before their minds the high ideals of America and her institutions, and to arouse in them an intense desire to become part and parcel of this great Republic. It is the purpose in the education of immigrants to help them to readjust themselves and their families to the better conditions that ought to surround them in this country; to wipe out class distinction and caste; to discourage groups of the same nationalities from settling in one community or in certain sections, and to set before them the American standards of living. All this should be done by the Educational Department of every city.

Few cities in the country have undertaken the work in a systematic way. An effort will have to be made sooner or later to start the work right, or we shall continue to have, as we have now, a large part of our foreign population whose spirit is not American, and whose feelings and allegiance by words and by conduct are given to the lands from which they came. This is work that requires extraordinary efforts.

It is not only necessary that classes should be organized for the foreign population of the city, but it is equally important that their education along the lines of Americanization and citi-

zenship should be entrusted to those who are specially prepared to teach English, Civics and History. A teacher may be entirely successful in the classes under his daily care in the regular routine of the school system, while that same teacher may be a positive failure in any attempt to teach in the foreign-born resident classes in the Evening Schools. Teachers as a rule have not been specially prepared for these classes, and even to-day the number of those who are trained for the work is extremely small. The Board of Education should require those who apply for positions in the Evening School for foreign-born residents to show fitness and training for this work. If the compensation paid to the Evening School teacher would warrant it, it is quite possible that the Board of Education might designate certain teachers to prepare themselves for this particular work.

BABY CONGRESS

During the past year there was held in this city what is known as the Baby Congress. The work of this Congress, inasmuch as it applied to the health, welfare and life-saving of the little people of Hoboken had a distinct bearing on the work of Americanization. It is a part of the many-sided activities that are being seriously considered and put into practice for the solution of some of the problems that affect the nation to-day. Man-power is to be desired and developed, but likewise in times of peace. Such Congresses and similar conferences that have a distinct bearing on the life and welfare of the city should be held from time to time and should receive the active co-operation and support of all the people. The foreign-born residents of the city should be encouraged to take advantage of the opportunities afforded by such conferences, especially the women folk to whom are entrusted in a large measure the life and protection of those who are to be the future citizens of this Republic.

WOMEN IN AMERICANIZATION

No plan of Americanization is complete unless it includes foreign-born resident women as well as the men. Americanization is not a one-sided idea. It applies with equal force to all without exception. In arranging a program for the Evening Schools it is just as important to include the women as it is the men in Americanization classes. English, Civics and United States History should be taught to all; but, in addition to that, a course in sewing and cooking should be arranged for the women. Besides Americanizing the men and women we should likewise try to Americanize and socialize their homes and environments. To educate the children of school age of our foreign-born residents in the day school and the men in the Evening School, but to neglect the mothers and elder daughters is to establish a one-sided system that is sure to bring about results that will not be fruitful. Evidence of this may be found on all sides to-day. It has created a spirit of disrespect in many cases of children against parents, and a lack of parental control that will do more and more damage in the future. In nearly all our communities to-day the children read, write and speak the English language, while their parents have been deprived or have not taken advantage of the opportunity for the same development. This condition has militated against the harmony of the family and is building up barriers between the children and parents of many foreign-born residents that are bringing untold miseries and unhappiness into many lives. The purpose of Americanization is to prevent all this, for its mission is to break down all obstacles and to develop a spirit of loyalty and happiness through the medium of a common language and to help the newcomer to adjust himself and his family to his new surroundings in America. And while we are suggesting a course in sewing and cooking for the women, we should likewise try to arrange some vocational or trade classes for the men. We should co-ordinate all things that will make for a better citizenship and a better understanding of American ideals, laws and customs.

TEACHERS

One of the most difficult and yet one of the most necessary and important problems connected with Americanization and citizenship classes is the selection of teachers for this comparatively new department in the Evening Schools. The Boards of Education of over four hundred cities throughout the United States have organized the work, but with very few exceptions they have been unable to secure teachers who are properly equipped. Only quite recently the State Department of Education of New York, through legislative enactment, was empowered to spend \$50,000 to train teachers for Americanization work in the schools and other agencies under the Boards of Education in that State. The example thus set will no doubt be emulated by many other States. Until such time as all the other State Legislatures adopt suitable provisions for efficiently carrying on the work, the training of teachers will have to be conducted under the direction of the local Boards of Education.

Courses of instruction for teaching foreigners are now being conducted at many of the universities. Boards of Education should encourage teachers to undertake this work and should adopt some plan of remuneration whereby the entire expense will not have to be borne wholly by the teachers. Teachers' institutes might likewise be held in the city, and experts in Americanization work of the Department of Education and the Naturalization Bureau might be invited to address the teachers and also the employers of the particular class of people that these schools should reach, and the heads of organizations and clubs that these schools should reach, and the heads of organizations and clubs that might produce a helpful co-operation in reaching the foreign-born residents.

LOCATION OF SCHOOLS

Ideal conditions would provide for the the location of schools and the organization of classes in those sections of the city that are

largely populated by the foreign-born element. This, of course, would entail a greater expense than the city should be asked to bear at the present time. No doubt it would be to the advantage of the immigrant to have these classes as near his home as possible, but until the enrollment and attendance is sufficiently large to warrant a distribution of classes the work will necessarily have to be confined to the schools that have been used for Evening School purposes in the past.

A SURVEY

The work of Americanization has been in progress under the auspices of the Board of Education for the past three years. Special citizenship classes have been conducted for the benefit of those who had declared their intention of becoming citizens and who had not received their final papers. Thousands of letters have been sent to these men and to the employers of foreign-born labor. Personal visitations to very many industries have been made. Conferences have been held with the heads of departments and many other agencies have been called upon to co-operate with the school authorities and to lend their moral support towards the Americanization of the immigrant. And while splendid results have been attained, yet they are relatively small when we consider the fertile field that needs more intensive cultivation not only in this city, but throughout the country.

Statistics of the last census indicate that of the foreign-born whites in this country over 10 years of age nearly 9,000,000 were unable to speak English, and more than 4,000,000 were classified as illiterates, and of this great number only about 600,000 were attending school. The large majority of those unable to speak English and the illiterate are found among those over 21 years of age and of that number the percentage of those in attendance at school is almost insignificant. In the State of New Jersey there are over 93,000 illiterates and more than 153,000 foreign-born

whites unable to speak English; and of that number, of nearly a quarter of a million, only 35,000 were attending school. Thirty-four per cent. of the alien males of draft age were unable to speak English, a condition that has caused great difficulty in the cantonments throughout the country. Thousands and thousands have been drafted into the National Army who were unable to speak or to understand English, and therefore, incapable of understanding the military commands in connection with their training. Fifty per cent. of the foreign-born in the United States are males of working age. Nearly sixty per cent. of the employes in the iron and steel industries are foreign-born, while sixty-one per cent. of the miners of soft coal, seventy-two per cent. of the workers in clothing manufacturing centres, and sixty-six and two-thirds per cent. engaged in the construction of the maintenance of railroads have been born in other lands.

STATISTICS FOR HOBOKEN

Composition and Characteristics of the Population of Hoboken, Taken from Last Census

Total Population.....	70,324
White	70,161
Native—White—Native Parentage.....	13,463
Native—White—Mixed Parentage.....	5,957
Native—White—Foreign Parentage.....	23,668
Foreign-Born—White	27,668
Under 5 years.....	262
Under 1 year	14
5 to 9 years.....	699
10 to 14 years.....	841
15 to 19 years.....	1,377
20 to 24 years.....	2,629
25 to 34 years.....	7,137
35 to 44 years.....	6,476
45 to 64 years.....	6,698
65 years and over.....	1,536
Age unknown.....	13

Males of Voting Age

Total Number	22,320
Native—White—Native Parentage.....	3,138
Native—White—Mixed Parentage.....	937
Native—White—Foreign Parentage.....	4,602
Foreign-Born—White	13,562

Citizenship of Foreign-born Whites

Naturalized	5,796
Having First Papers.....	1,447
Alien	5,238
Unknown	1,081

Illiteracy

Illiterate Males of Voting Age

Total Number Illiterate.....	1,106
Native—White—Number Illiterate.....	22
Foreign-Born—White—Number Illiterate.....	2,420

PERSONS, 10 YEARS OF AGE AND OVER

Total Number Illiterate.....	2,533
Native—White—Number Illiterate.....	109
Foreign-Born—White—Number Illiterate.....	2,420

INABILITY TO SPEAK ENGLISH

Foreign-Born—White—Population, 10 years of age and over—Total	4,499
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SCHOOL ATTENDANCE

	15 to 20 Yrs.	21 Yrs. & Over	Total
Native—White—Foreign, of Mixed Parentage....	969	96	7,873
Foreign-Born—White	152	79	1,414

These figures show the importance of Evenings School work in Hoboken and emphasize in a particular manner the broad field for Americanization.

ATTENDANCE

The Americanization classes opened with a larger enrollment this year than it has during the last four years. This has been due to the wide publicity of the classes. A special effort was made to secure a large attendance. The names of all who

applied for citizenship papers in the district of Hoboken were sent to us by the Bureau of Naturalization of the Department of the Interior. A letter was sent to these, informing them that their names have been received by the Board of Education and requesting them to attend the citizenship classes that were arranged to help them to prepare themselves to become citizens. Only a small percentage availed themselves of the opportunities thus offered.

This condition of indifference or neglect must be overcome. Up to the present time we have been entirely too lax in the matter of naturalization. In many cases citizenship has been granted to many who were not worthy of that distinctive honor. If American citizenship is worth having, it is certainly worth preparing for, and unless those who desire to become citizens are familiar with the language, laws, customs and institutions of America, they have no business to seek citizenship. We should regard them as unworthy of advancement because of their unwillingness to properly familiarize themselves with the things they ought to know. A common language is absolutely indispensable. We should, therefore, regard a knowledge of English as one of the essential conditions precedent to citizenship.

Statistics show that there are thousand and thousands of citizens in this land who can neither read nor write the English language and have, therefore, no approach to the books, magazines and papers from which a familiarity with things American could be derived. The necessity of a common language has been brought to our attention in a very particular manner since the United States entered this present war. We have in our country thirteen millions of foreign-born and thirty-three millions of foreign origin, whom we have put into the melting pot to adjust themselves into a unified people. But the melting pot did not melt and as a result we have not established the proper spirit in the hearts of all our people. A real American spirit is needed.

This unity of spirit and this unity of purpose is absolutely required for the successful prosecution of the war and for the future permanency of American institutions. We have learned with regret and surprise that nearly seven hundred thousand of foreign birth in our National Army do not speak English sufficiently to understand the military orders and instructions in the training camps.

We have come face to face with an anti-American propaganda whose purpose is to convert the un-Americanized masses in our country into an anti-American population. This propaganda was furthered by many who called themselves American citizens. Industrial difficulties all over the country have been fomented, especially among our foreign-born workers. These things show the necessity of Americanization. It was a knowledge of these conditions that prompted the Board of Education to undertake the work on a small scale in the beginning and to develop it into the wider fields with the progress of our Evening School operations.

TERMS

During the year Americanization work and citizenship classes continued for eighty evenings. Sixty-nine of these sessions were held in the High School, while the remaining number was conducted in the classrooms of the Vocational School in the Public Library. The additional sessions beyond the first sixty-nine were provided for those who had requested that the classes be continued after the regular term of the Evening School. The Board of Education again showed a willingness to help by supplying teachers for those continuation classes. It was deemed advisable, however, to discontinue these classes at the end of eighty sessions.

It would no doubt prove advantageous to lengthen the term of Evening School next year. This would be in harmony with the program of standards and methods sent out by the Department of the Interior, which states that in cities of less than

100,000 population at least one hundred sessions should be determined on for this Evening School work. These sessions might be divided into two distinct terms of fifty evenings each; the first term to begin as soon after the opening of day school as may be conveniently arranged by the Board of Education; the second term to begin after the Christmas holidays and to continue until the one hundred sessions have been completed. This is a matter which ought to be taken up by the Board of Education as soon as possible.

PROGRAMS

A national program, already referred to, has been determined upon by the Department of the Interior through the Bureau of Education. This program, it is hoped, will be worked out to a large extent in the Evening Schools. Many of the States have adopted this program as a standard. As yet it has not been adopted in New Jersey. This Federal program has suggested that in communities where there is a large percentage of foreign-born residents an Assistant Superintendent of Schools, with a title of Director of Evening Schools, be appointed with general supervision of educational work among such residents over the age of compulsory education. It lays down the functions and duties of such supervisor to be as follows:

First—Organize all educational facilities and activities for immigrants above the age of compulsory attendance, whether conducted in the daytime or evenings.

Second—To train or direct the training of teachers of immigrants; conduct training courses and hold regular conferences of teachers.

Third—Originate and pursue adequate and appropriate methods of advertising classes for immigrants.

Fourth—Formulate courses in English, Civics, Geography and other appropriate subjects for immigrants.

Fifth—Devise and apply adequate and appropriate methods of instruction.

Sixth—Develop a working plan for the co-operation of educational authorities and naturalization courts and clerks.

Seventh—Organize and direct all social activities in connection with the education of immigrants in public schools.

Eighth—To make contact with and promote co-operation with all public institutions, authorities and legitimate private agencies directly and indirectly engaged in the education of immigrants.

PUBLICITY

One of the most important instruments in connection with the success of the Evening Schools is that of publicity. A great effort should be made to bring the Evening Schools and their purposes to the attention of the entire city. The work of publicity, therefore, should be started in August, so that the co-operation of the industries, clubs, social, civic and fraternal organizations may be secured before the Fall term begins. The method of publicity should be through personal visitations to the various industries throughout the city, and a campaign started through the public press. A co-operating committee appointed by the Mayor to act with the Board of Education would produce far-reaching results. The Board of Trade has been very anxious and most willing to help in every way, but the best results have not as yet been attained. All the agencies that are interested in Americanization work should be brought together so that all may work together in a common cause. The Committee on Public Information, having been informed of our Americanization activities, wrote to us some weeks ago requesting information regarding our present plans, our facilities for Americanization classes and teachers. No doubt the Government has in mind an exten-

sion of the Americanization program to offset the insidious propaganda against the best interests of America.

A complete report was sent to the Government with the assurance that Hoboken is ready, as she has always been, to cooperate to the fullest extent in the work of Americanization.

EMPLOYERS

After an experience of some years in this work of Americanization, I am as strongly convinced now as I have been in the past that the very best method of approach to those for whom the Evenings Schools and the Americanization classes are intended, is through the employer. The employer has it in his power to make this work the wonderful success that it ought to be. The employee has a wholesome respect for the interest which the employer takes in him and for any suggestions that may be made by the employer for the benefit, help and encouragement of the employee. What this country wants and needs to-day is what might be called a real American spirit. It is this spirit that is going to make America for Americans in the highest sense of the term. It is this spirit that is going to clear the atmosphere in this Republic from all these pernicious influences that have been rampant for many days throughout the country doing untold damage to the welfare of the nation. It is this spirit that is going to create and develop a loyalty that will make every man, woman and child true to the institutions of America. It is that spirit that is going to implant in the hearts of all our people a reverence and respect for all lawful authority.

QUALIFICATIONS FOR CITIZENSHIP

It has already been indicated that one of the great difficulties connected with the work of Americanization has been the indifference or the refusal on the part of those for whom Americanization work is intended to attend Evenings Schools where

they may receive help to properly prepare themselves for citizenship. Coming to this country as they do, they apply the example set for them by those who were immigrants before them. Those people in the course of time fulfill the ordinary requirements to obtain citizenship and the privilege of their lives was granted them without very much effort on their part. With this example before them the new immigrant or immigrants who have been coming to our shores at least just before the war began, at the rate of nearly one million a year, feel that they are entitled to citizenship on the same grounds and with the same meagre preparation. That, of course, has been due to the qualifications required for admission to citizenship. Some different educational standards should be proposed for those who would accept this responsibility. If higher qualifications were demanded and if it were necessary for prospective citizens to reach these standards it would only be a short time when the schools organized for this purpose would be filled to capacity. Throughout the United States there is sufficient number awaiting citizenship or at least should be in the process of Americanization to fill not only one school, but several schools in each city. The ideals of citizenship should be so strongly impressed upon those who are willing to enjoy the privileges afforded under it that it should be constantly kept before the minds of all our people. Every patriotic holiday should call forth special programs that will drive home the lessons of American history and the principles that we enjoy under our form of government to every one who comes seeking the opportunities of this land.

NATURALIZATION COURTS

The attitude of the County Court toward the naturalization of immigrants in Hudson County is worthy of commendation and should be emulated by other naturalization courts throughout the country. Judges Sullivan and Tennant of this court have shown

a real interest in the work of the schools that have organized special classes to help the foreigner on the road to citizenship. A meeting was called in the County Court House at Jersey City early in the year to discuss the matter of a uniform course of study for Americanization and citizenship classes conducted under the supervision of the Boards of Education in the schools of Hudson County. The outcome of this meeting, at which the various phases of the work were discussed, was the formulation of a definite course of study throughout the county. Those who have taken the course and have received certificates for proficiency therein are granted citizenship papers without examination in the court; provided, however, all other requirements are fulfilled. When this is generally known, as no doubt it will be in a short time, it will serve as an inducement to bring many additional pupils into our Evening Schools.

COMMUNITY CIVICS

In order to produce the best results in Americanization work, it is necessary to co-ordinate all the agencies in the community that may be of help. The day schools of the city should be expected to play a large part in the work of Americanization. The course in Civics, especially in Community Civics, should furnish an opportunity for every teacher to discuss the problem of Americanization as one of the vital problems affecting the welfare and the life of the city. If we can get the pupils in the day schools to understand and appreciate this problem their influence at home with their parents, relatives and friends will produce some of the results that have been longed for, but up to the present time have not been fully attained.

A greater effort, therefore, should be made by the principals and teachers in all the schools to bring this work very clearly before the minds of all their pupils, so that the real spirit of interest toward those who are less fortunate perhaps than they may

be aroused in all. This interest should not be confined to the classroom, but its results should be made to enter into every part of the city where there are people who still owe allegiance to other lands.

WASHINGTON CONFERENCE

On April 3 of this year a conference was called by the Hon. Franklin H. Lane, Secretary of the Interior, in Washington. The purpose of this conference was to discuss plans to carry on the work of Americanization more successfully and on broader lines throughout the country. This conference disclosed the fact that the work of Americanization should be more systematic and brought under some central body. Among the resolutions adopted at the conference were the following:

I. The adoption of the policy that the Federal Government should co-operate with the States and through the States with the local communities in carrying on an extensive, intensive and immediate program of Americanization through education especially for non-English speaking foreign-born adults.

II. That the industries employing large numbers of non-English speaking foreign-born persons should co-operate with local communities, State and Federal Governments in carrying out this proposition.

III. That adequate appropriations should be provided by the Congress of the United State to be expended through appropriate Governmental agencies for the foregoing purpose.

IV. That in all schools where elementary subjects are taught they should be taught in the English language only.

V. The furthering of legislation that will give Federal direction and leadership to the movement for teaching the English language to the illiterates and non-English speaking persons of foreign origin, residing in the United States and which will promote, through the public schools, the systematic instruction of such persons in American ideals, standards and citizenship.

CONCLUSION

To sum up, let me say that while we have been at work for nearly four years Americanizing the foreign-born residents of our city, yet we feel that our efforts are only beginning. More time must be given to the development of our program. This can best be brought about by giving the one in charge of the Evening Schools and citizenship classes all the time that is required to organize these activities so that they will bring about the best results. An opportunity should also be given to investigate what other cities are doing along these same lines. In that way we shall have greater confidence in our own work. We have a wide field that is waiting for our utmost exertions, and we shall not be satisfied till the program we have formulated is fully carried out and our own hopes and aspirations fulfilled.

DEMONSTRATIONS OF WARTIME COOKING

To emphasize the value of the school to the community, the Board of Education directed the Supervisor of Manual Training to make arrangements with the Forecast Magazine of New York for three demonstrations and lectures. These were given in the auditorium of School No. 1. While ably presented and of important content, the poor attendance showed a woeful lack of appreciation by the women of Hoboken. The first demonstration, given on Monday evening, September 17, dealt with the "Conservation of Foods, the Use of Substitutes and Leftovers." On September 19, "Canning and Preserving" was presented as the subject, while September 21 brought the fact home to the audience that bread could be made by mixing but a small proportion of wheat flour with cornmeal, potatoes, oatmeal, bran, etc.

MANUAL TRAINING HIGH SCHOOL

The High School Technical Course embraces work in the wood and the machine shops. These have been the subject of

considerable study, with the object of making them better working plants for the students and to enable the teacher to exert in a greater measure his powers of instruction. A report made to the Board of Education, dated November 28, 1917, accompanied by several plans for the better equipment of the wood and machine shops, met with approval by that body, and the reconstruction will be undertaken in the near future.

MACHINE SHOP

The improvements considered for the machine shop consist of: A—Adding to the present shop the room adjoining on the south. B—Removing the brick wall between these rooms. C—Laying a wood floor over the present cement floor. D—Providing an adequate tool closet, teacher's desk, bookrack, clothes closet and delivery table, all in one enclosure. E—Installing three new lathes, with a separate motor, five vises and an annealing furnace. F—Moving the blackboard. G—Providing a case for unfinished work and a rack for material. With these changes and additions we shall have an excellent working plant, capable of turning out very ambitious work.

WOOD SHOP

This shop has ample room at its disposition, but it is not well planned. The improvements suggested are: A—Removing the brick wall between the two rooms of the shop. B—Laying a wood floor over the present cement floor. C—Providing a tool closet, teacher's desk, closet for books and plans, delivery tables, etc., all in one enclosure. D—Enclosing a space for storage use. E—Providing two new blackboards. F—Shifting the paint table and providing a storage closet.

MECHANICAL DRAWING

The advanced class in this important activity is enjoying a

room equipped with proper tables, storage room and blackboards. The light, admitted by large windows facing north, is excellent. To further the "professional atmosphere," original drawings showing the correct manner of rendering drawings of mechanical, architectural, topographical, structural, etc., projects should be placed on the walls.

The junior class in drawing does not enjoy fixed quarters, but is using a desk and seat equipped room. The drawing boards are used over the desks and the strained position of the body does not aid in doing good work. This room should be equipped in the same manner as that of the advanced class, for the better mental and physical training of the students.

SEWING DEPARTMENT

A beginning has been made in the High School by setting aside, during the past year, a room for sewing. It is equipped with sewing machines, closets, dressforms, cutting tables, etc. At present attendance is voluntary, the girls using their study periods for doing Red Cross work. Mrs. Rooney, in charge, is an able and enthusiastic teacher, with an ample experience in professional dressmaking. She has done excellent work with the girls in getting out Red Cross projects. In normal times the girls should become sufficiently expert in light dressmaking, to be able to make an inexpensive graduating dress.

MANUAL TRAINING DEPT., ELEMENTARY SCHOOLS

This department comprises the wood shops in Schools 1, 6, 8 and 9, the electric wiring shop in the High School building, the sewing room in School No. 1 and the sewing done in the classrooms of the various schools.

WOOD SHOPS

No change has been made this year in the projects or routine

of this department of manual training. The projects recommended last year have been tried out, and form a good basis upon which to build the course in woodworking. It is, however, very desirable that work in other materials be introduced, and your Supervisor is making a study of projects involving the use of paper, cloth, sheet metal, etc.

During the past term much of the work done by the boys has been finished up with the purpose of selling it, and to devote the money to the fund of the Red Cross School Auxiliary. A most useful and effective project during the past year has been the manufacture of knitting needles of wood. The four school shops finished up about three thousand needles, which sold at five cents per pair, and were better than could be bought at the shops for several times that price.

The shops need a general overhauling and refitting; all of them are poorly appointed in the matter of giving blackboard demonstrations and bringing into the consciousness of the boy the relation of the shop to his academic work.

ELECTRIC SHOP

Excellent work is now done in this department, the boys showing great interest in their wiring problems. As all work is first drawn on paper, the boys realize the value of correct dimensions and a thorough knowledge of the problems before attempting to carry it into practice.

Unfortunately the shop is not in its permanent location, so that educational fixture cannot be installed.

KITCHENS

No change has been made in the kitchens or course from that of last year. While we deplore the fact that the rooms are badly located, we are pleased to state that in the new building for

School No. 3 they will be in the upper floor, open to ample air add light, and above dust and noise.

Greater importance has been placed during the past year upon the use of substitutes for flour, butter, sugar, etc., the disposition of leftovers, proper canning and preserving methods, economical baking, and the use of corn.

SEWING DEPARTMENT

While only one room in School No. 1 is used exclusively for sewing at present, the completion of the new building at School No. 3 will release rooms in Schools Nos. 1, 7, 8 and 9, now used by the mentally defective, which will make very good rooms for the sewing classes.

The same course has been followed as in previous years, resulting in the completion of an apron, sleeves and cap for use in the kitchens later.

Since February first great stress has been laid upon the production of Red Cross projects, such as sweaters, scarfs, wristlets, beanies, comfort bags, pillows, etc. The girls have been taught the almost forgotten art of knitting, and it is gratifying to note the amount of material the little fingers have transformed into useful garments.

A course in paper work (envelopes, boxes and table projects) done in the classroom with inexpensive outfit and material would be a good medium of instruction.

As the boy and girl advance in their manual work the appreciation of design and color enters largely into their projects. There should, therefore, be the closest relation between their art training and the shop and sewing room. This problem has been met in Newark, N. J., by placing the Art, Manual Training and Domestic Science courses under one head, to the great advantage and improvement of the child.

The school system of our city is deficient in that most instructive of all manual training activities, that of the printshop. It deals with the fundamentals of education, and automatically correlates with subjects taught the boy and girl in the classroom. Neatness, accuracy and design in this manual work are imperative, and the introduction of printing into the higher elementary classes would induce the boy to more actively absorb the cultural side of his school course.

The High School kitchen is still a wished-for institution. As there is no room for it in that building, the Board of Trustees of Industrial Education would undoubtedly be glad to co-operate with the Board of Education and provide both room and teacher in their school, located in the Library Building. No expense would be placed on the city and the plan would be instantly available.

BOYS' AND GIRLS' PREVOCATIONAL SCHOOL

Perhaps no branch of the school system of Hoboken has been more affected by the war than this. Owing to the advanced cost of living and the temptation of good pay for young workers, the pupils of this school have taken full advantage of their opportunity. Seven boys only responded at the opening of the school year, and when the draft for service included the teacher of the academic branches and that of shop work, the Board wisely decided to discontinue the boys' school until a more opportune time.

EVENING SCHOOL FOR FOREIGN-BORN RESIDENTS

Ages of Pupils Enrolled in Evening School

(Naturalization Classes)

Number of pupils.	Male.	Female.	Total
Between 14 and 15 years of age.....	1		1
Between 15 and 16 years of age.....	2		2
Between 16 and 17 years of age.....	6		6
Between 17 and 18 years of age.....	14		14
Between 18 and 19 years of age.....	5		5
Between 19 and 20 years of age.....	6		6
Between 20 and 25 years of age.....	50		50
Between 25 and 30 years of age.....	48		48
Between 30 and 35 years of age.....	47		47
Between 35 and 40 years of age.....	31		31
40 years of age and over.....	42		42
Total	252		252

MEDICAL INSPECTION

In the earlier days, when school conditions were more simple and school populations were more homogenous, medical inspection of the schools was unusual. At the present time, however, with school conditions considerably changed, medical inspection is one of the most important features of school administration.

At the present time there are employed in the school department three physicians, one eye specialist and two nurses.

The efforts of the physicians, under the present plan of work, is to prevent in any school the development of any contagious disease. Whenever a pupil appears to the teacher to have symptoms of a contagious disease the principal immediately sends the suspected pupil to the school physician for examination. The school physician calls at each school on every school day. If a diagnosis by the physician shows that the teacher's suspicions were correct the child is dismissed from the school, to return only with the physician's permission. Moreover, on each school visit the physician attends to the various ailments incident to childhood by administering ointments, salve, etc.

I attribute the freedom of our schools from epidemic of disease for several years in no small degree to the attention given suspected and incipient cases by school physicians and to the disinfection of the school rooms by the Board of Health whenever a contagious disease makes its appearance in school.

The laws of the State do not allow physicians to prescribe for any case. The pupil afflicted with contagion is dismissed from school with a recommendation that the family physician be consulted.

The school nurses assist the physicians in their work and also treat on their own responsibility and initiative cases which do not require a physician's diagnosis, e. g., vermin, scalp disease, skin disease, ringworm, etc.

The nurses also follow up many of their cases, in the home instructing parents and older members of the family how to assist in the treatments of the cases which they have taken in hand.

In our city the tendency is to increase the work so as to give attention to other ailments and defects than contagious disease. It is a well known fact that if adenoids be not removed they frequently result in arresting mental growth and in producing a condition of mental stagnation.

It is the aim of our medical department to remove as far as possible all conditions which interfere with pupils' progress in their work.

Our schools are wasting enormous sums in educating or trying to educate the children who are handicapped by ill health when the expenditure of much smaller amounts in a judicious health program would produce an extraordinary saving in economy and efficiency. A dollar spent in a timely constructive effort to conserve a child's health will be more fruitful for the child and for human society than will a thousand dollars applied twenty years later. The principal of national thrift finds its first and most vital application in the conservation and improvement of the health of the children. But what about the basic needs of the great draft army of the nation's children who must supply the human units of the citizenry of the next generation, who must bear the burden of civilization in peace and in war? What shall we do about the neglect of the children who hold the future of civilization in their immature lives?

Statistics show that 75 per cent.—16,000,000—of the school children of the United States have physical defects which are potentially and actually detrimental to health. Most of these defects are remediable.

It is our urgent duty to see that these children suffering from these defects should receive prompt attention and be remedied as soon as possible.

The dental laboratory established by the Board of Education has done wonder improving the health of the children, and Dr. C. Kiel deserves a great deal of praise for the work which he has done. From 50 to 75 per cent.—11,000,000 to 16,000,000—of our school children have defective teeth, and all defective teeth are more or less injurious to health. Some of these defective teeth are deadly menaces to their owners.

EYE SPECIALIST

The Board of Education materially strengthened the medical department when it appointed Dr. T. Richard Paganelli, an eye specialist, as a Medical Inspector of the schools. Dr. Paganelli has won renown and distinction in his chosen calling, and by his acquisition the department has filled a long felt need. The eyesight of our pupils is a matter that calls for careful attention on our part, as statistics show that 25 per cent.—5,000,000—of these school children have defective eyes. All but a small percentage of these can be corrected and yet a majority of them receive no attention. Dr. Paganelli will be rendering a great service in caring for these pupils who are so affected.

SUMMARY REPORT OF MEDICAL INSPECTORS

YEAR ENDING JUNE, 1918.

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May	June	Total
Number of visits.....	102	179	143	85	88	92	95	122	107	93	1,106
Number of pupils reported to.....	216	363	310	169	182	204	259	275	215	152	2,345
Number of classrooms visited.....	27	27	27	28	27	33	44	32	35	27	307
Number of physical examinations.....	43	40	61	57½	26	312	679	191	366		
Number of cases reported.....	198	320	294	176	161	192	251	264	202	129	2,187
Number of pupils excluded by.....	25	44	51	14	13	13	29	19	32	14	154
Number of pupils re-admitted by.....	9	43	28	14	11	11	8	13	26	12	175
Number of pupils excluded by Board of Health or other physician.....	1	2	16	19	34	24	21	14	6	11	148
Number of pupils re-admitted on physician's certificates... ..		2	4	11	31	17	17	12	6	3	103
Number recommended for treatment.....	131	198	160	103	107	118	153	185	121	76	1,352
Number of days lost through exclusion.....	97	311	206	93	98½	124½	190½	129½	173½	131½	1,555
Cases referred to nurse.....	15	22	28	30	36	35	48	29	16	11	270
Number of visits by nurse.....	20	15	16	15	17	18	20	19	19	20	179

SUMMARY REPORT OF SCHOOL NURSES YEAR ENDING JUNE, 1918.

Total number of visits made	1305
Total number of cases reported to nurses.....	698
Character of cases reported:	
a. Number of diseases	337
b. Number of physical defects.....	4
c. Number of special cases	0
Total number of investigations:	
a. Absence from school.....	66
b. Court cases	10
c. Home conditions	17
d. Inspection of classrooms.....	136
e. Miscellaneous	5
f. Number terminated	84
g. Quarantine	39
Total number of visits to schools.....	936
Total number of revisits to home.....	369
Total number of cases at Medical Clinic.....	782
Total number of cases at Dental Clinic.....	3210
Total number of cases at Eye Clinic.....	563
Total number of eye examinations.....	1002

SUMMARY REPORT OF DENTAL CLINIC YEAR ENDING JUNE, 1918.

[illegible]

SUMMARY REPORT OF EYE CLINIC

YEAR ENDING JUNE, 1918.

Character of Case	Total
Adherent Leukoma	2
Blepharitis	28
Chalazion	5
Conjunctivitis	40
Conj. Eczamous	9
Conj. Follicular	3
Conj. Granular	1
Conj. Phlegmatic	1
Conj. Phlyctenular	28
Corneal Ulcer	24
Eye Examination	157
Foreign Body in Eye	1
Headache	10
Hordeolum	15
Hypomyopia	1
Macula Cornea	8
Myopia	4
Pannia	1
Paresis O. S.	2
Refraction	108
Stigmatism	1
Strabismus Convergent	14
Strabismus Divergent	4
Trachoma	4
<hr/>	
Total	641

Summary of Report

Total Number New Cases	463
Total Number Treatments	641
Total Number Revisits	178
Total Number Prescriptions Given	39

PARENTAL SCHOOL REPORT

Year Ending June, 1918.

1.	Number of pupils entered during the year.....	26
2.	Total number of cases of tardiness.....	26
3.	Total number of days present.....	1842
4.	Total number of days absent.....	492
5.	Possible number of days' attendance.....	2334
6.	Average daily attendance.....	10
7.	Ages of pupils:	
	No. of pupils between 9 and 10 years.....	2
	No. of pupils between 10 and 11 years.....	1
	No. of pupils between 11 and 12 years.....	2
	No. of pupils between 12 and 13 years.....	5
	No. of pupils between 13 and 14 years.....	7
	No. of pupils between 14 and 15 years.....	7
	No. of pupils between 15 and 16 years.....	2
8.	Grades represented:	
	No. of pupils from Grade 2B.....	3
	No. of pupils from Grade 3A.....	1
	No. of pupils from Grade 3B.....	2
	No. of pupils from Grade 4A.....	1
	No. of pupils from Grade 4B.....	5
	No. of pupils from Grade 5A.....	8
	No. of pupils from Grade 5B.....	2
	No. of pupils from Grade 6A.....	1
	No. of pupils from Grade 6B.....	2
	No. of pupils from Grade 7A.....	0
	No. of pupils from Grade 7B.....	1
9.	Number of pupils returned to former schools.....	2
10.	Number of pupils who left school district.....	0
11.	Number of pupils who left school to go to work.....	9
12.	Number of pupils suspended.....	0
12.	Number of pupils sent Jamesburg.....	4
14.	Number of pupils belonging June 30, 1918.....	11
15.	Number of pupils granted age and schooling certificates.....	9

SUMMARY REPORT OF ATTENDANCE OFFICERS **YEAR ENDING JUNE, 1918.**

Number of	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total
Visits to parents.....	707	1179	1107	658	798	1086	1346	1347	1107	880	10215
Truants brought to school.....	37	41	35	18	14	36	27	29	30	30	297
School summons served.....	6	17	23	13	16	15	14	8	15	3	130
Court summons served on parents.....	3	17	14	8	8	13	16	14	27	19	139
Children taken to Juvenile Court.....	3	17	12	9	8	13	16	14	27	19	138
Children arrested.....	1	4	0	0	1	1	1	0	0	1	9
Immigrant cases investigated.....	6	7	0	0	1	2	3	2	0	1	22
Cases reported by police or other source.....											
Cases transferred—pupils investigated.....	19	21	17	15	18	15	20	16	6	9	156
New pupils brought to school.....	4	4	4	0	0	7	5	6	3	3	36
Sent to Jamesburg.....	2	3	0	2	0	1	1	1	3	3	16
Miscellaneous.....	2	1	2	0	2	1	8	2	7	0	25

RECOMMENDATIONS

1. Open air classes for anaemic and tubercular children.
2. The introduction of a course in elocution in the High School.
3. The extension of instruction in household arts for the High School girls.
4. A separate building for vocational education.
5. The appointment of an additional teacher in drawing for the Elementary Schools.
6. Placing the classes for mentally defective children in one building and thus assuring graduation of work.
7. That the course of study of the Junior High School be re-organized so as to include a complete course in shop work.

CONCLUSION

In conclusion I wish to thank the Board of Education, the principals and the teachers for their hearty co-operation, for the splendid results that our schools have accomplished could not have been attained were it not for the interest which all have manifested in the work.

Respectfully submitted,

A. J. DEMAREST,
Superintendent.

IN MEMORIAM

William A. Kerr

William A. Kerr, Secretary of the Board of Education, died September 1, 1917.

Pre-eminently among his many virtues was his Christian faith, a faith at once simple and profound. To him the Bible was the Book of Laws upon which was founded justice. Yea, and more, it was the infallible word of the Creator, the inspired instrument whereby the Laws of Heaven were communicated to earth. The Word of that inspired Book he accepted without doubt or question. It was to him a solace in sorrow, and exceeding joy in his happy hours. In this sweet faith he lived, in this consoling faith he died.

It is not surprising that this sublime faith should have had a marked influence on his life and conduct. It gave to his mind a nobility of character; to his heart, a rare gentleness and tenderness, and to his thoughts an elevating purity. His thoughts were ever pure, his tongue always clean, his conduct always exemplary. Naturally of a retiring disposition, his friends sought him out to ask his advice and to seek his counsel. In sorrow he had a sympathy that brought consolation to the most afflicted soul. In success, his congratulations and good wishes gave an added joy to the rejoicing of the happy hour.

To the discharge of every duty he brought a degree of earnestness and enthusiasm. Whether the task was great or small, its completion was sure to bear the evidence of care and thoroughness.

It was not surprising to his friends that the Judge of the Court suspended the proceedings of a trial in which the Board of Education was interested to compliment the Clerk on the neat-

ness and accuracy of his books, and the thorough manner in which the records of this Board had been kept.

Truly a loving and a lovable character has passed away from us, and in all justice we can say that the world was made better because he dwelt in it.

Jeremiah Kelly

Former principal of our Training School departed this life September 5, 1917. For several years Mr. Kelly enjoyed the quietness and rest of his retirement from the teaching profession. Mr. Kelly was born in Ireland, near Clonmel, in 1831. In 1871 he became principal of School No. 3 and by his zeal and ability made that school one of the distinctive educational institutions of our city. Afterwards he became principal of the Training School and carried to his new position the same marked characteristics that stamped him as one of the most progressive educators of his time.

Nature endowed him with a commanding presence, a genial disposition and a noble breadth of soul.

Whatever good our school system may have accomplished during Mr. Kelly's long connection therewith has been due in a very large measure to his loving devotion to its best interests at all times, to his wise suggestions and his sympathetic co-operation. He was honored and respected by everyone with whom he came in contact and left behind a host of admiring and devoted friends.

Miss Kate Bovingdon.

Died February 2, 1918. Miss Bovingdon held a position at teacher for thirty-seven years. All of this time was spent in

Schools No. 2, where she was much beloved on account of her many splendid womanly qualities. Quiet and unassuming, she sought neither preferment nor honor, but wended her way performing her duties faithfully and unobtrusively.

On February 1, 1907, she was honorably retired to enjoy the rest that comes after so many years of consecrated effort.

Her high ideal of fidelity to duty will continue to enrich the community through the lives of the men and women whose characters have been moulded by her example.

Miss Adelaide D. Sherwood

On May 21, 1918, Miss Adelaide D. Sherwood died at her home.

Miss Sherwood held the position of teacher in our schools for upwards of thirty-five years. On February 1, 1910, she was retired on a pension to enjoy the quietness of her home life and the rest which she so well deserved.

For a time she was prominently identified with our City Training School, where she rendered splendid service and in turn was greatly beloved by her pupils.

None was more conscientious in her work than she.

Miss Sherwood was a teacher of high ideals, of splendid teaching ability and enriched with a most loving disposition.

She was extremely sympathetic and helpful and contributed more than her share to make her boys and girls, whom she so unselfishly served, to enjoy the right spirit and joy of living.

John Kelly, janitor of School No. 2, died January 3, 1916.

RESIGNATIONS**1917—1918**

Name of Teacher.	Date of Resignation.
J. Alice Carr	September 1, 1917
Edna Goll	September 1, 1917
Margaret Murray	September 1, 1917
Harriet Stover	September 1, 1917
Florence Rogers	September 15, 1917
Esther Bates	October 1, 1917
Mai Lawrence	October 1, 1917
Rose M. Rath	October 1, 1917
Rose Hauser	October 15, 1917
Ethel Brownell	November 1, 1917
Lucian Taistra	November 19, 1917
Ethel M. Anderson	December 14, 1917
Virginia Harry (pensioned)	December 31, 1917

APPOINTMENTS**Year Ending June 30, 1918.**

Name.	Date of Appointment.
Elinor Hanley	July 1, 1917
Margaret Deady	September 1, 1917
Agnes Ryan	September 1, 1917
Louise Meylich Plante	September 1, 1917
Mary Rooney	September 1, 1917
Alice Kiely	September 1, 1917
Dr. T. Richard Paganelli	September 1, 1917
Edith D. Heath	September 1, 1917
John W. Lewis	September 1, 1917
Anna H. Gunderson	September 1, 1917

APPOINTMENTS—(Continued)

Name.	Date of Appointment.
Katherine G. Bowes	September 1, 1917
Katherine Verbeyst	September 1, 1917
Adeline Gosch	September 1, 1917
Martin J. Healy	September 24, 1917
Peter Ward Brennan	October 1, 1917
Angelina Petersen	October 1, 1917
Marguerite Foley	October 1, 1917
Lillian Marino	October 1, 1917
Perry L. Pindar	October 1, 1917
Grace Brown	November 1, 1917
Mary Haggerty	December 17, 1917
Ruth V. Chappelle	December 17, 1917
Marie V. Catoggio	December 17, 1917
Fred G. Ulrich	December 17, 1917
A. Minturn	December 18, 1917
A. Wintrich	December 18, 1917
Mary E. McNally	December 18, 1917
Katherine Horwood	January 14, 1918
Anna M. Liddy	January 14, 1918
Leonard J. Comstock	January 14, 1918
Mayma Butler	January 21, 1918
Emil Bach	January 21, 1918
Patrick Kelly	January 21, 1918
Louis Schmulling	February 1, 1918
Martha Pawlik	February 19, 1918
Edna Kamena	February 19, 1918
F. Francis Dee	March 1, 1918

**AGES OF PUPILS ENROLLED IN DAY SCHOOLS
YEAR ENDING JUNE, 1918.**

Number of Pupils Between	Boys	Girls	Total
4 and 5.....	89	77	166
5 and 6.....	378	374	752
6 and 7.....	639	597	1236
7 and 8.....	603	542	1145
8 and 9.....	549	649	1198
9 and 10.....	587	572	1159
10 and 11.....	561	554	1115
11 and 12.....	535	558	1093
12 and 13.....	524	500	1024
13 and 14.....	488	475	963
14 and 15.....	346	292	638
15 and 16.....	170	130	300
16 and 17.....	83	52	135
17 and 18.....	42	35	77
18 and 19.....	21	12	33
19 and 20.....	6		6
Over 20.....	2	2	4
Total	5623	5421	11044

**GRADE ENROLLMENT OF BOYS AND GIRLS IN
DAY SCHOOLS
YEAR ENDING JUNE, 1918.**

Number of Pupils Enrolled in	Boys	Girls	Total
Kindergartens	440	435	875
Grades 1 to 4	3237	3114	6351
Grades 5 to 9	1556	1546	3102
Grades 9 to 12	371	299	670
Sub-Normal	19	27	46
Total pupils enrolled....	5623	5421	11044

SUMMARY REPORTS OF TARDINESS IN THE SEVERAL SCHOOLS

YEAR ENDING JUNE, 1918.

School.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total
No. 1..	0	0	3	2	1	2	6	5	5	6	30
No. 2..	4	16	22	22	24	14	11	19	19	32	183
No. 3..	4	2	19	14	10	4	10	3	5	9	80
No. 4..	1	16	11	14	13	8	13	5	13	7	101
No. 5..	0	6	15	7	5	2	4	4	6	15	64
No. 6..	1	2	4	7	2	1	5	3	3	3	31
No. 7..	1	5	15	16	17	3	14	19	21	26	137
No. 8..	10	35	87	43	47	41	66	77	84	85	575
No. 9..	0	0	0	0	0	0	0	13	12	12	37
High ..	14	46	8	69	15	8	11	19	13	7	210
Parental	0	1	8	3	0	2	4	2	3	3	26
Jr. High	8	19	4	0	4	4	0	0	0	0	39
Total.	43	148	196	197	138	89	144	169	184	205	1513

SCHEDULE OF SALARIES

(Operative July 1, 1918.)

	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year	8th Year	Maxi- mum
Superintendent	\$4100	\$4200	\$4300	\$4400	\$4500				\$4500
Assistant Superintendent...	3600	3700	3800	3900	4000				4000
High School:									
Vice-Principal	2500	2600	2700	2800					2800
Men Teachers.....	1800	1900	2000	2100	2200	2300	2400	2500	2500
Women Teachers.....	1500	1600	1700	1800	1900	2000	2100		2100
Teachers (Junior High).....	1300	1400	1500	1600					1600
Elementary Schools:									
Principals	2500	2600	2700	2800	2900	3000	3050		3050
Supervisor Manual Training.	2500	2600	2700	2800	2900	3000	3050		3050
Assistant Principal.....	1850	1950	2050	2150					2150
First Vice-Principal.....	1500	1600	1700	1800					1800
Second Vice-Principal.....	1300	1400	1500	1600					1600
Teachers	900	1000	1100	1200	1300	1400	1500		1500
Spec. Substitutes.....	1200	1300	1400	1500					1500
Teachers Men. Defectives....	1200	1300	1400	1500					1500
Special Teachers.....	1200	1300	1400	1500					1500

SUPERINTENDENT

	NAME.	ADDRESS.	GRADE.
Sept. 1, 1884.	A. J. Demarest, M. A.....	910 Cattle Point Terrace...	Superintendent.

PRINCIPALS AND TEACHERS

SCHOOL NO. 1

Date of Appointment.	NAME.	ADDRESS.	GRADE.
Sept. 1, 1893.	{ A. J. Allen, M. A.....	32 Hamilton Place,	Principal.
Sept. 1, 1903.		East Orange, N. J.	
Sept. 1, 1891.		80 Eaton Place, East Orange, N. J.....	
Sept. 7, 1911.	*J. J. Griffin.....	1008 Willow Ave.....	8-B1
Sept. 27, 1880.	M. Coghill.....	836 Bloomfield St.....	8B
Jan. 1, 1904.	O. C. Brelle.....	1008 Willow Ave.....	8A-1
Sept. 1, 1884.	I. C. Schraeder.....	908 Park Ave.....	8A-2
June 1, 1901.	A. Perry.....	1208 Hudson St.....	7B-1
Sept. 7, 1911.	H. Matthes.....	212 Clinton St.....	7A-1
Sept. 1, 1902.	E. L. Carling.....	937 Bloomfield St.....	7A-2
Sept. 1, 1902.	N. A. Barry.....	928 Garden St.....	7A-3
Oct. 16, 1916.	A. E. Ginsberg.....	195 Manhattan Ave., Jersey City, N. J.....	5B-4
Nov. 1, 1899.	{ N. C. Lawson.....	17 Davis Ave., East Orange, N. J.....	6B-2
Oct. 1, 1914.		629 Washington St.....	6B-3
Sept. 1, 1913.	S. D. Simon.....	1130 Bloomfield St.....	6A-1
Sept. 1, 1915.	G. C. Gonzales.....	213 Hudson St.....	6A-2
Oct. 14, 1914.	O. A. Gosch.....	531 Garden St.....	6A-3
Nov. 1, 1907.	S. C. Toohey.....	10 So. Arlington Ave., East Orange, N. J.	6A-4
Sept. 1, 1891.	H. Van Keuren.....	604 River St.....	5B-1
Sept. 1, 1908.	G. G. Vilar.....	1116 Garden St.....	5B-2
Apr. 18, 1910.	E. M. Smith.....	210 Twelfth St.....	5B-3
Nov. 1, 1908.	G. Trautwein.....	600 Willow Ave.....	5A-1
Aug. 26, 1895.	J. J. Walsh.....	1206 Hudson St.....	5A-2
Mch. 21, 1898.	B. F. Hart.....	59 Park Ave.....	5A-3
Oct. 23, 1905.	M. A. Downey.....	500 Washington St.....	4B-1
Feb. 1, 1895.	E. M. Alt.....	715 Clinton St.....	4B-2
Sept. 1, 1915.	F. M. Glahe.....	1027 Garden St.....	4A
Oct. 1, 1895.	D. Strothoff.....	36 King Ave, Weehawken, N. J.....	3B
Feb. 1, 1913.	S. M. Seufert.....	1246 Bloomfield St.....	3A
Nov. 1, 1915.	G. L. Barker.....	504 Hudson St.....	2B
Dec. 1, 1913.	E. A. Jensen.....	206 Eleventh St.....	2A
Dec. 18, 1917.	M. E. McNally.....	4 Jones St., Jersey City, N. J.....	1B
Mch. 15, 1909.	I. N. Giusto.....	1016 Hudson St.....	1A
Sept. 1, 1897.	K. L. Judge.....	803 Washington St.....	Kind.
Apr. 1, 1899.	A. A. Wilson.....	531 Garden St.....	Kind Asst.
Oct. 1, 1895.	E. J. Toohey.....	829 Park Ave.....	Ment. Def.
Dec. 1, 1891.	A. D. Ryan.....	521 Garden St.....	Office.
Nov. 20, 1916.	K. A. Rath.....	1307 Bloomfield St.....	Office.
Sept. 9, 1889.	E. J. Howard.....	1028 Hudson St.....	7B-2
Sept. 1, 1917.	Agnes M. Ryan.....		6B-1

*In service.

PRINCIPALS AND TEACHERS—(continued) **SCHOOL NO. 2**

Date of Appointment.	NAME.	ADDRESS.	GRADE.
Nov. 1, 1905.	J. G. Coleman, M. A.....	57 Thirteenth St.....	Principal
May 1, 1889.	K. W. Horwood.....	1029 Garden St.....	8B
Oct. 19, 1914.	T. F. Rabold	67 Hauxhurst Ave., Weehawken, N. J....	8A
Feb. 8, 1906.	E. I. Allen	1120 Garden St.	7B-2
Dec. 17, 1917.	A. C. Minturn	Maple Ave., Morsemere.	7B-1
Sept. 1, 1878.	S. W. Appelgate.....	718 Washington St.....	7A
May 1, 1901.	J. F. McCammond.....	1201 Washington St.....	6B-2
Oct. 18, 1897.	I. C. Erk	59 Thirteenth St.	6B-1
Oct. 1, 1886.	P. Stursburg	932 Washington St.....	6A-2
May 1, 1905.	A. G. Fleming.....	1143 Garden St.	6A-1
April 1, 1891.	M. Wiggins	1127 Garden St.....	5B-2
Feb. 1, 1897.	I. McCague	1016 Garden St.....	5B-1
Feb. 1, 1916.	F. Beatty	1239 Bloomfield St.....	5A-2
Jan. 1, 1887.	W. McCain	723 Washington St.....	5A-1
May 1, 1906.	{		
Sept. 1, 1917.	{ L. E. Plante	903 Clinton St.....	4B-2
Mch. 21, 1898.	S. Schroder	1026 Hudson St.....	4B-1
Sept. 3, 1883.	J. C. Wendover.....	908 Park Ave.	4A-2
Sept. 1, 1891.	S. E. Schroeder.....	108 Rutledge Ave., East Orange, N. J....	4A-1
Mch. 12, 1895.	L. F. Jeanneret.....	108 Thirteenth St.....	3B-2
Jan. 2, 1912.	H. R. Gonzales.....	1130 Bloomfield St.....	3B-1
Feb. 1, 1910.	A. P. Bowes.....	514 Garden St.....	3A
Sept. 9, 1907.	E. Sheridan	1013 Bloomfield St.....	2B-2
Jan. 2, 1912.	A. Tschinkel	215 Eleventh St.....	2B-1
May 1, 1908.	I. Livesey	831 Willow Ave.....	2A-2
Nov. 1, 1913.	A. Patterson	1206 Bloomfield St.....	2A-1 ✓
Feb. 1, 1916.	G. O'Rourke	1113 Garden St.....	1B ✓
Feb. 16, 1916.	A. Crosby	106 Fifth St.....	1A
Sept. 1, 1880.	{ A. B. Francis.....	329 Academy St.,	
Oct. 8, 1894.	{	S. Orange, N. J..	Kind.
Sept. 1, 1908.	E. G. Coyle.....	718 Bloomfield St.....	Kind. Asst.
Feb. 15, 1888.	M. L. O'Callaghan.....	1223 Bloomfield St.....	Office

SCHOOL NO. 3

Date of Appointment.	NAME.	ADDRESS.	GRADE.
Dec. 1, 1913.	P. J. Marnell, A. B.....	1235 Park Ave.....	Principal
Sept. 19, 1905.	M. Rechert	1227 Garden St.....	6A
Feb. 19, 1918.	M. Pawlik.....	338 Brown St., Union Hill	5B
Sept. 7, 1911.	L. M. Duff.....	87 Reservoir Ave., Jersey City, N. J..	5A
Sept. 17, 1907.	M. L. Coyle	718 Bloomfield St.....	4B-2
Oct. 20, 1902.	M. Keresey	518 Hudson St.	4B-1
Nov. 1, 1904.	G. M. Gorman	1310 Bloomfield St.....	4A-2
Feb. 1, 1917.	H. M. Taylor	218 Thirteenth St.....	4A-1
Oct. 1, 1917.	L. F. Marino.....	71 Washington St.	3B-2
Feb. 19, 1918.	E. A. Kamena.....	723 Bloomfield St.....	3B-1
Oct. 15, 1903.	J. F. Henry.....	107 West 105th St., New York City....	3A-2
Oct. 16, 1916.	S. Tokarski	1014 Washington St.....	3A-1
Sept. 1, 1915.	A. Foley	130 Jackson St.	2B-2
Feb. 1, 1917.	E. Wehr	1240 Park Ave.	2B-1
Feb. 1, 1910.	C. V. Doran	604 River St.	2A-2
Feb. 1, 1910.	A. R. Butler.....	720 Bloomfield St.	2A-1
Oct. 1, 1876.	{		
April 28, 1908.	{ H. Smith	901 Park Ave.	1B-2
Nov. 1, 1902.	E. Eaton	532 Garden St.....	1B-1
May 25, 1885.	L. Hoeshle	190 Bay 11th St., Bath Beach	1A-2
Sept. 1, 1908.	M. E. Tallon.....	700 Washington St.	1A-1
Mch. 21, 1898.	E. A. Mooney	609 Grand St.	Kind.
Mch. 21, 1898.	A. O'Callaghan	1223 Bloomfield St.....	Kind.
Feb. 1, 1904.	A. Smith	20 Watson Ave., East Orange, N. J..	Office

PRINCIPALS AND TEACHERS—(continued) **SCHOOL NO. 4**

Date of Appointment.	NAME.	ADDRESS.	GRADE.
Sept. 25, 1871.	E. A. Allen.....	1217 Garden St.....	Principal
Sept. 8, 1879.	M. L. McDonnell, Pd M...	815 Washington St....	8B
Jan. 1, 1885.	E. Leonard.....	58 So. Parkway, East Orange, N. J.....	8A
May 1, 1888.	A. L. Harding.....	326 North 18th St., East Orange, N. J.....	7B
Sept. 1, 1882.	C. A. Lambert.....	258 Tenth St.....	7A
May 1, 1885.	E. L. Jackson.....	1023 Bloomfield St.....	7A-2
Dec. 1, 1887.	L. V. Lambert.....	258 Tenth St.....	6B-2
Aug 26, 1895.	H. Seyd.....	506 Washington St.....	6B-1
Nov. 12, 1877.			
Apl. 1, 1891.	I. F. McEnnery.....	331 Palisade Ave., West Hoboken, N. J....	6A-2
Nov. 1, 1897.	M. Cassidy.....	21 Hancock Place, Hud- son Heights.....	8A-1
June 1, 1901.	M. E. Roche.....	1212 Garden St.....	5B-2
Oct. 4, 1898.	F. McCague.....	1016 Garden St.....	5B-1
Feb. 1, 1891.	J. Pinner.....	815 Washington St.....	5A
Sept. 1, 1911.	E. H. Kerls.....	105 13th St.....	4B
Oct. 1, 1891.	C. Mount, B. S.....	52 Twelfth St.....	4A
Sept. 15, 1913.	I. E. Deitering.....	1014 Bloomfield St.....	3B
Oct. 16, 1911.	E. V. Cox.....	811 Washington St.....	3A
Sept. 1, 1891.	A. Geayer.....	1251 Garden St.....	2B
Oct. 1, 1905.	J. H. Johnston.....	727 Bloomfield St.....	2A-2
Nov 1, 1897.	E. L. Johnston.....	727 Bloomfield St.....	2A-1
Dec. 10, 1892.	R. Guinan.....	710 Bloomfield St.....	1B-2
Oct. 18, 1897.	E. Ingleson.....	823 Hudson St.....	1B-1
Oct. 23, 1905.	A. Arata.....	1132 Garden St.....	1A-2
Sept. 1, 1913.	F. G. Miller.....	716 Bloomfield St.....	1A-1
Mch. 21, 1898.	A. C. Tallon.....	700 Washington St.....	Kind.
Sept. 1, 1915.	C. A. Livesey.....	831 Willow Ave.....	Kind.
Nov. 15, 1897.	E. A. O'Rafferty.....	706 Bloomfield St.....	Office.

SCHOOL NO. 5

Date of Appointment.	NAME.	ADDRESS.	GRADE.
Sept. 1, 1873.	{		
Nov. 1, 1889.			Principal
Nov. 1, 1890.	C. I. Clinton.....	1215 Bloomfield St.	4B
Jan. 1, 1893.	M. A. Clark.....	1036 Garden St.	4A
Feb. 1, 1893.	A. O'Rafferty.....	706 Bloomfield St.....	3B-1
May 1, 1894.	H. I. Reidy.....	1110 Garden St.....	3B-2
Oct. 23, 1905.	A. M. Beck.....	113 No. Grove St., East Orange, N. J.	3A-2
Sept. 1, 1913.	G. Haggerty.....	1116 Garden St.....	3A-1
Sept. 22, 1902.	M. F. Donnelly.....	928 Garden St.....	2B-2
Oct. 1, 1883.	A. M. Booth.....	1221 Washington St.....	2B-1
Sept. 7, 1911.	F. Yeaton.....	204 Eleventh St.....	2A-2
Aug. 26, 1895.	E. Connelly.....	261 Fourth St.	2A-1
Dec. 1, 1905.	A. J. McDermott.....	Tappan, N. Y.....	1B-2
Nov. 20, 1895.	J. Werkless.....	49 So. Parkway, East Orange, N. J..	1B-1
Oct. 1, 1914.	M. Lea.....	518 Hudson St.	1B-3
Oct. 8, 1894.	A. Tallon.....	606 River St.	1A-2
Oct. 1, 1903.	F. M. Ingleson.....	823 Hudson St.	1A-1
Sept. 1, 1883.	K. J. Myddleton.....	141 Park Ave., Orange, N. J.....	Kind.
Jan. 12, 1903.	K. M. O'Rafferty.....	706 Bloomfield St.....	Kind.
Nov. 1, 1891.	{		
Dec. 1, 1909.			Opp.
Oct. 15, 1903.	E. S. Knapp.....	1009 Willow Ave.	Office
Oct. 15, 1903.	M. Ford.....	637 Bloomfield St.....	Office
Feb. 1, 1917.	M. Breen.....	1012 Bloomfield St.....	Annex

PRINCIPALS AND TEACHERS—(continued)

SCHOOL NO. 6

Date of Appointment.	NAME.	ADDRESS.	GRADE.
Sept. 1, 1897.	L. B. Bissell, B. S.....	1116 Bloomfield St.....	Principal.
Sept. 1, 1873.	A. A. Higgins.....	1215 Washington St.....	8B
Sept. 1, 1878.	A. Moore.....	1305 Bloomfield St.....	8A
Feb 26, 1877.	M. A. Jeanneret.....	108 Thirteenth St.....	7B-1
Sept. 14, 1885.	L. I. Husy.....	1211 Washington St.....	7B-2
Sept. 14, 1885.	M. E. Idell.....	1231 Bloomfield St.....	7A
Dec. 1, 1900.	H. B. Smith.....	1214 Bloomfield St.....	6B-1
Nov. 1, 1915	M. N. Smith.....	1214 Bloomfield St.....	6B-2
Nov. 7, 1889.	M. E. Moffat.....	154 Tenth St.....	6A
Oct. 27, 1884.	A. L. Beck.....	1250 Garden St.....	5B-1
June 25, 1894.	B. M. Loomer.....	529 River St.....	5B-2
Apl. 1, 1896.	L. V. Greenbaum.....	947 Bloomfield St.....	5A
Jan. 1, 1904.	F. L. Bonynge.....	931 Washington St.....	4B-1
Sept. 9, 1907.	E. V. Frost.....	161 Thirteenth St.....	4B-2
Sept. 1, 1902.	A. M. Henke.....	65 Tenth St.....	4A
Mch. 21, 1898.	C. L. Besson.....	1208 Hudson St.....	3B-1
Sept. 15, 1892.	E. Maltus.....	1122 Bloomfield St.....	3B-2
May 1, 1901.	M. A. Bergen.....	522 Smith St., West Hoboken, N. J.....	3A
Oct. 4, 1898.	K. MacAvoy.....	1036 Bloomfield St.....	2B-1
Sept. 1, 1908.	L. Schlank.....	99 Broad St., Newark, N. J.....	2B-2
May 1, 1894.	S. P. Vinten.....	1203 Washington St.....	2A-1
Feb. 1, 1903.	E. C. Hiney.....	914 Bloomfield St.....	2A-2
Oct. 21, 1895.	J. Hauser.....	1136 Bloomfield St.....	1B-1
Oct. 21, 1913.	E. M. Heffernan.....	520 Hudson St.....	1B-2
Dec. 1, 1904.	K. Doulon.....	1007 Park Ave.....	1A-1
Sept. 1, 1904.	G. B. Judge.....	1229 Bloomfield St.....	1A-2
Mch. 21, 1898.	I. F. Judge.....	1229 Bloomfield St.....	Kind.
Sept. 1, 1908.	M. O'Callaghan.....	1223 Bloomfield St.....	Kind.
Feb. 1, 1911.	S. M. Ingleson.....	823 Hudson St.....	Opp.
Oct. 1, 1893.	M. A. Breen.....	1012 Bloomfield St.....	Office.

SCHOOL NO. 7

Date of Appointment.	NAME.	ADDRESS.	GRADE.
Sept. 1, 1902.	W. J. Wyse.....	1018 Hudson St.....	Principal.
Sept 29, 1883.	I. F. Thies.....	125 Park Ave.....	5A
Apl. 1, 1899.	L. J. Clinton.....	1215 Bloomfield St.....	4B-2
Oct. 1, 1889.	W. Sandmann.....	827 Washington St.....	4B-1
Sept. 16, 1891.	N. L. Stephens.....	1200 Garden St.....	4A-2
Sept. 1, 1896.	M. V. Johnston.....	727 Bloomfield St.....	4A-1
Sept. 1, 1917.	A. H. Gosch.....	213 Hudson St.....	3B-2
Oct. 1, 1906.	G. Pope.....	160 Thirteenth St.....	3B-1
Oct. 23, 1905.	M. M. Johnston.....	727 Bloomfield St.....	3A-2
Oct. 23, 1905.	L. Pindar.....	133 Thirty-third St., Wood-cliff, N. J.....	3A-1
Sept. 1, 1912.	C. B. Everett.....	447 Sixty-fourth St., Brooklyn, N. Y.....	2B-2
Apl. 15, 1910.	V. M. Schermall.....	75 Washington St.....	2B-1
Sept. 1, 1917.	M. Deady.....	934 Willow Ave.....	2A
Mch. 1, 1907.	C. Worsthorn.....	606 River St.....	1B-2
Dec 1, 1888.	A. M. Doyle.....	8 Hancock Ave., Jersey City.....	1B-1
Oct. 1, 1910.	C. M. Sieb.....	909 Hudson St.....	1A-2
Sept. 1, 1912.	M. Allen.....	86 Park St., Orange, N. J.	1A-1
Sept. 14, 1885.	A. Black.....	1038 Bloomfield St.....	Kind
May 1, 1901.	M. F. Tallon.....	606 River St.....	Kind
Oct. 1, 1908.	C. L. Webb.....	305 Hudson St.....	Men. Def.
Sept. 11, 1905.	M. Harvey.....	1126 Park Ave.....	Office.

PRINCIPALS AND TEACHERS—(continued)

SCHOOL NO. 8

Date of Appointment.	NAME.	ADDRESS.	GRADE.
Sept. 1, 1908..	C. A. Sherlock, A. B.....	216 Hudson St.	Principal
Oct. 1, 1889..	A. C. McHale.....	1128 Garden St.	Asst. Prin.
Nov. 1, 1879..	E. Smith	218 Eleventh St.	8B
Sept. 8, 1879..	C. Vottler	1035 Park Ave.....	8A
Sept. 1, 1889..	H. C. Haddenhorst.....	1114 Garden St.....	7B
Sept. 1, 1891..	M. Mackenzie	87 Madison St.....	7A
Jan. 31, 1898..	E. G. Davy	518 Hudson St.....	6B
Sept. 19, 1898..	H. Pinner	815 Washington St.....	6A-1
Sept. 11, 1905..	E. Wilson	908 Garden St.....	6A-2
Sept. 5, 1881..	L. Moch	918 Washington St.....	5B-1
Sept. 13, 1913..	E. Doorman	251 Ninth St.....	5B-2
April 1, 1907..	J. Frost	161 Thirteenth St.....	5A-1
May 1, 1908..	A. Hayes	619 Hudson St.....	5A-2
Jan. 1, 1909..	E. Borchers	643 Garden St.....	5A-3
Dec. 1, 1909..	M. Smith	218 Eleventh St.....	4B-1
Nov. 1, 1915..	E. Addicks	1030 Park Ave.....	4B-2
April 1, 1917..	M. Tokarski	1014 Washington St.....	4A-1
Feb. 1, 1916..	E. Ward	553 Newark St.....	4A-2
Sept. 1, 1915..	E. Sweatman	1201 Washington St.....	4A-3
Feb. 16, 1916..	M. Evans	912 Park Ave.....	3B-1
Mch. 1, 1910..	A. Rumohr	940 Bloomfield St.....	3B-2
Oct. 1, 1917..	A. Peterson	615 Bloomfield St.....	3B-3
Nov. 20, 1916..	M. Baack	943 Bloomfield St.....	3B-4
Sept. 18, 1911..	H. Walrath	703 Park Ave.....	3A-1
Nov. 1, 1915..	E. McCarthy	340 Park Ave.....	3A-2
Mch. 16, 1916..	E. Regan	1030 Hudson St.....	3A-3
Jan. 2, 1912..	H. Guisto	1031 Bloomfield St.....	2B-1
Feb. 16, 1916..	A. Coughlin	1028 Park Ave.....	2B-2
Feb. 1, 1916..	L. Stiles	715 Garden St.....	2B-3
Feb. 1, 1914..	M. A. Delaney.....	706 Garden St.....	2B-4
Feb. 16, 1916..	M. Livingston	1309 Bloomfield St.....	2A-1
May 1, 1917..	M. Haggerty	1126 Garden St.....	2A-2
Oct. 1, 1912..	E. Bonnard	92 Prospect St., Passaic, N. J.	2A-3
Sept. 1, 1917..	G. Bowes	514 Garden St.....	2A-4
Sept. 1, 1915..	H. Davies	1004 Washington St.....	1B-1
Sept. 18, 1911..	R. Pflug	810 Garden St.....	1B-2
Dec. 1, 1914..	M. Swendeman	309 Bloomfield St.....	1B-3
Sept. 1, 1911..	A. Raettig	908 Park Ave.....	1B-4
Sept. 12, 1893..	E. Clinton	1215 Bloomfield St.....	1A-1
Sept. 1, 1915..	E. Duncombe	1230 Park Ave.....	1A-2
Jan. 1, 1917..	A. Spohr	805 Washington St.....	1A-3
Sept. 1, 1917..	K. Verbyst	602 First St.....	1A-4
Sept. 18, 1889..	M. E. Livingston.....	604 River St.....	Kind.
Oct. 21, 1913..	M. Allen	1120 Garden St.....	Kind Asst.
Sept. 1, 1915..	F. Anthony	261 Fourth St.....	Kind Asst.
Oct. 19, 1904..	E. G. Murphy	921 Garden St.....	Men. Def.
June 1, 1901..	E. Johnston	727 Bloomfield St.....	Office
Sept. 1, 1915..	G. Bach	530 Washington St.....	Office

PRINCIPALS AND TEACHERS—(continued)

SCHOOL NO. 9

Date of Appointment.	NAME.	ADDRESS.	GRADE.
Sept. 9, 1907.	A. I. Dillon, A. B.....	Palo Alto Ave., Hollis, L. I.....	Principal.
Dec. 29, 1884.	A. I. Meharg, Pd. M.....	1307 Bloomfield St.....	8B
Feb. 1, 1886.	E. Kirk.....	1027 Willow Ave.....	8A
Oct. 4, 1898.	E. M. Burnette.....	34 S. Willow St., Montclair, N. J.....	7B
Feb. 1, 1907.	C. E. Strothoff.....	1027 Garden St.....	7A
Feb. 1, 1886.	E. C. Upton.....	128 Ogden Ave., Jersey City, N. J.....	6B
Sept. 1, 1908.	E. N. Frost.....	161 Thirteenth St.....	6A
Sept. 1, 1908.	T. L. Maggi.....	212 Adams St.....	5B-2
Oct. 2, 1911.	A. M. Doran.....	604 River St.....	5B-1
Sept. 1, 1913.	F. E. Seyd.....	506 Washington St.....	5A-2
Feb. 1, 1911.	A. Koch.....	10 Fairview Terrace, West New York, N. J.....	5A-1
Dec. 1, 1913.	M. L. Murray.....	1108 Bloomfield St.....	4B-2
Mch. 15, 1909.	M. K. Flattery.....	714 Garden St.....	4B-1
Oct. 1, 1905.	K. G. Sullivan.....	211 Tenth St.....	4A-2
Sept. 17, 1907.	M. Giusto	1031 Bloomfield St.....	4A-1
Nov. 7, 1887.	{		
Sept. 1, 1902.	{ K. Kiernan.....	918 Willow Ave.....	3B-2
Oct. 1, 1917.	M. Foley	130 Jackson St.....	3B-1
Apr. 15, 1913.	H. M. Gallagher.....	253 Eighth St., Jersey City, N. J.....	3A-2
Sept. 15, 1913.	L. J. Wintrich	1118 Park Ave.....	3A-1
Sept. 1, 1882.	{		
Oct. 1, 1908.	{ F. M. Henry.....	827 Washington St.....	2B-2
Oct. 1, 1908.	G. M. Rogers.....	1021 Park Ave.....	2B-1
Dec. 17, 1917.	A. G. Wintrich.....	1118 Park Ave.....	2A-2
Feb. 1, 1897.	{		
Sept. 1, 1913.	{ M. Krause.....	216 Tenth St.....	2A-1
Aug. 26, 1895.	M. A. Fitzsimon.....	1307 Bloomfield St.....	1B-2
Sept. 9, 1907.	M. Giusto	1031 Bloomfield St.....	1B-1
Feb. 1, 1917.	M. Kiernan.....	918 Willow Ave.....	1A-3
Sept. 15, 1913.	H. Engelke.....	390 North Grove St., East Orange, N. J.....	1A-2
Mch. 1, 1909.	B. F. Doran.....	604 River St.....	1A-1
Sept. 12, 1893.	J. M. Murphy.....	261 First St.....	Kind.
Oct. 16, 1916.	J. Belloff.....	606 River Terrace.....	Kind.
Sept. 11, 1905.	A. H. Gunderson.....	619 Garden St.....	Men. Def.
Oct. 1, 1903.	G. Pope.....	160 Thirteenth St.....	Office.
Aug. 26, 1895.	{		
Sept. 1, 1908.	{ M. B. Delehey.....	1200 Garden St.....	Opp.

HIGH SCHOOL

Date of Appointment.	NAME.	ADDRESS.	GRADE.
Mch. 1, 1900.	J. F. Brandt, A.M., LL.B.	1216 Garden St.	Principal
Sept. 1, 1879.	S. Swart	44 Liberty Pl.,	
June 1, 1886.		Weehawken, N. J.	Ancient History
Sept. 1, 1915.	J. Anderson, A. B.	419 W. 121st St.,	English
		New York City	
Sept. 21, 1914.	W. Beckhorn, M. E.*	327 Seventh Ave.,	Physics
		Newark, N. J.	Algebra
Oct. 1, 1916.	A. Belloff, M. E.*	606 River St.	Latin
April 1, 1914.	M. Bennett, A. M.	417 W. 120th St.,	Steno. & Type.
		New York City	
Sept. 14, 1904.	J. B. Brandt	1216 Garden St.	Physical Train.
Oct. 1, 1917.	P. W. Brennan	250 Adelphi St.,	
		Brooklyn	
May 17, 1890.	V. Borthwick	37 William St.,	Steno. & Type.
		East Orange	English
Sept. 7, 1911.	G. Brown	1128 Garden St.	English
Dec. 17, 1917.	M. Cattoggio, A. B.	921 Hudson St.	English
Jan. 14, 1918.	L. Comstock, A. B.	92 Greenwood Ave.,	Physics
		Madison, N. J.	
Feb. 15, 1911.	J. Connors, B. C. S.	4 E. 29th St.,	Book. & Econ.
		New York City	
May 13, 1912.	J. Corcoran, A. B.	31 Bidwell Ave.,	Chemistry
		Jersey City, N. J.	Physiography
Nov. 1, 1881.	G. Correa	1036 Bloomfield St.	Sten. & Penm.
May 1, 1917.	D. Cross	60 Twelfth St.	Algebra
Sept. 1, 1902.	L. Cummings	79 Washington St.	Steno. & Tye.
Mch. 1, 1909.	P. Gonzales, A. B.	1130 Bloomfield St.	Comm. Arith.
Sept. 1, 1911.	M. Haggerty	1126 Garden St.	
Sept. 1, 1900.	B. Hecker	225 W 14th St.,	Drawing
		New York City	Algebra
Sept. 1, 1912.	I. Housman, B. S.	519 Garden St.	Steno. & Type.
June 27, 1910.	G. Jacobsen	733 Park Ave.	English
May 1, 1915.	D. Kealey, A. B.*	211 Tenth St.	
Sept. 24, 1900.	E. Kelly, B. S.	320 Manhattan Ave.,	Geom. & Trig.
		New York City	
Feb. 16, 1914.	L. Ker, A. M.	419 W. 119th St.,	English
		New York City	English
Sept. 7, 1911.	H. Lankering	1226 Garden St.	Am. His. & Lat.
Jan. 14, 1918.	A. Liddy, A. B.	318 Hudson St.	
Oct. 20, 1913.	L. O'Connor, A. B.	125 Third Ave.,	English
		Newark, N. J.	Drawing
Sept. 1, 1915.	I. O'Rourke	1113 Garden St.	German
Oct. 16, 1899.	C. Planer, M. A.	714 Bloomfield St.	Sewing
Oct. 1, 1915.	M. Rooney	324 Bloomfield St.	Am. His. & Lat.
Sept. 12, 1912.	J. Selden, M. A.	Leonia, N. J.	
Feb. 5, 1917.	M. Sole, A. B.	342 W. 55th St.,	Spanish
		New York City	Mech. Draw.
Feb. 16, 1916.	A. Stover, M. E.*	1037 Bloomfield St.	
April 16, 1917.	A. Straub	234 Park Ave.,	Bookkeeping
		Lyndhurst, N. J.	
Mch. 1, 1913.	E. Sweeney, A. M., LL.B.	64 West Fifteenth St.,	Latin
		Bayonne, N. J.	
Sept. 9, 1907.	F. Trich, A. B.	328 Stuyvesant Ave.,	French
		Lyndhurst, N. J.	Physical Train.
Sept. 7, 1911.	D. Walsh*	1124 Willow Ave.	
Sept. 1, 1915.	M. Griffin	225 W. Fourteenth St.,	Office
		New York City	Supt. Office
Dec. 1, 1901.	S. F. Leinkauf	1026 Hudson St.	Supt. Office
Nov. 1, 1915.	G. V. Malone	706 Garden St.	Supt. Office
Feb. 1, 1910.	L. Kackenmester	76 Washington St.	Supt. Office
Sept. 1, 1915.	G. M. Billington	68 Columbia Terrace,	
		Weehawken	Supt. Office

* In the service

JUNIOR HIGH SCHOOL

Date of Appointment.	NAME.	ADDRESS.	GRADE.
Dec. 17, 1917.	R. Chapelle, A. B.....	917 Bloomfield St.	Hist. & Spell.
Sept. 1, 1915.	V. Davey	1242 Garden St.	Arith. & Penn.
Feb. 1, 1916.	A. Greenfield St.....	732 Willow Ave.	Geog. & Penn.
Feb. 1, 1917	J. Moriarty, A. M., LL.B..	54 Fifth St.	Gram. & Comp.

SPECIAL TEACHERS

Date of Appointment.	NAME.	ADDRESS.	SUBJECT.
July 1, 1916.	R. A. Beyer, M. E.....	902 Hudson St.....	Prin. Ind. Sch.
Sept. 1, 1897.	A. Kelly.....	507 Madison Ave., New York City	Drawnig.
Oct. 1, 1891.	K. MacCord.....	60 Tenth St.	Drawnig.
Sept. 1, 1901.	{ P. Fleming.....	1143 Garden St.....	Sewing.
Sept. 7, 1911.			
Oct. 1, 1906.	E. R. Reidy.....	1110 Garden St.....	Parental.
Dec. 1, 1908.	O. Hoch.....	1035 Park Ave.....	German.
Nov. 1, 1910.	H. Pfennigwerth.....	240 Park Ave.....	Manual Train'g
Dec. 7, 1911.	E. Huger.....	142 E. Eighteenth St., New York City.....	Cooking.
Aug. 26, 1895.	{ D. A. Koehler.....	618 Bloomfield St.....	Spec. Substitute
Jan. 1, 1913.			
Sept. 1, 1914.	H. Branton.....	932 Park Ave.....	Manual Train'g
Sept. 18, 1911.	L. J. Taistra.....	149 Webster Ave., Jersey City, N. J.....	Spec. Substitute
Nov. 1, 1915.	M. Mooney.....	602 Willow Ave.....	Sewing.
Sept. 1, 1914.	T. Graeney.....	309 Thrd St.....	Shop.
Nov. 20, 1916.	W. Sullivan.....	913 Garden St.....	Electric Shop.
Mch. 1, 1918.	J. F. Dee.....	59 Sixth St.....	Mech. Dr. & Sh.
Oct. 1, 1916.	F. Van Orden, M. E.....	131 Hancock Ave., Jersey City, N. J.....	Mech. Dr. & Sh.
Oct. 1, 1916	K. Whalen	1024 Garden St.....	Sewing.
July 1, 1917.	E. Hanley	834 Bloomfield St.....	Librarian.
Feb. 1, 1916.	J. Milberg.....	409 Bloomfield St.....	Shop.

* In the service

MEDICAL INSPECTORS

Date of Appointment.	NAME.	ADDRESS.	GRADE.
Oct. 1, 1912.	J. F. Londrigan, M. D....	506 Hudson St.	
Sept. 1, 1909.	M. S. Granelli, M. D....	331 Garden St.	
Sept. 1, 1909.	D. B. Pindar, M. D.....	1100 Bloomfield St.	
Sept. 1, 1917.	T. R. Paganelli, M. D....	1006 Garden St.	
Dec. 7, 1911.	C. Kiel, D. D. S.....	732 Washington St.	
April 17, 1911	A. H. Havens, R. N.....	273 Wardwell Ave., New Brighton.....	
Sept. 1, 1917.	D. E. Heath, R. N.....	1231 Bloomfield St.	

ATTENDANCE OFFICERS

Date of Appointment.	NAME.	ADDRESS.	GRADE.
Sept. 1, 1906.	{ H. J. Spohr	805 Washington St.	
Sept. 7, 1911.			
Sept. 1, 1913.	A. Visalli	406 Adams St.	
June 19, 1917	C. Dohn	900 Willow Ave.	
Sept. 24, 1917.	M. Healey	202 Fifth St.	
Oct. 2, 1911.	M. Whalen	80 River St.	

OFFICIALS

Date of Appointment.	NAME.	ADDRESS.	GRADE.
Sept. 1, 1917.	J. F. Lewis	1121 Park Ave.	Secretary
April 19, 1915.	R. A. Marnell.....	1309 Bloomfield St.	Bus. Man.
Dec. 1, 1913.	A. W. Clayton.....	211 Hudson St.	Asst. Bus. Man.
Nov. 18, 1912	G. A. Mooney.....	602 Willow Ave.	Sec'y Office
Oct. 16, 1916.	Lillian Butler	202 Monroe St.	Phone Attend.

JANITORS, ENGINEERS, SPECIAL HELP

Date of Appointment.	NAME.	ADDRESS.	SCHOOL.
May 2, 1903.	T. J. O'Toole.....	213 Garden St.....	No. 1
Sept. 1, 1914.	J. W. Lewis.....	1121 Park Ave.....	No. 1
Sept. 1, 1914.	J. Ladam.....	90 Hudson St.....	No. 1
Nov. 10, 1914.	S. Montgomery.....	719 Clinton St.....	No. 1
Jan. 21, 1918.	P. Kelly.....	847 Garden St.....	No. 2
June 21, 1918	E. Bach.....	628 Park Ave.....	No. 2
Dec. 21, 1908.	K. McIntyre.....	222 Adams St.....	No. 3
Feb. 1, 1916.	E. McIntyre.....	218 Jefferson St.....	No. 3
July 1, 1915.	W. R. Halloran.....	723 Park Ave.....	No. 4
Feb. 1, 1918.	L. Schmulling.....	259 Twelfth St.....	No. 4
May 1, 1897.	D. Murphy.....	261 First St.....	No. 5
Sept. 1, 1913.	G. Clark.....	809 Willow Ave.....	No. 5
Sept. 1, 1912.	N. B. Forbes.....	919 Garden St.....	No. 6
Dec. 1, 1915.	N. Zatta.....	613 Willow Ave.....	No. 6
Sept. 1, 1887.	R. E. Henry.....	267 First St.....	No. 7
Oct. 2, 1911.	L. Spanburgh.....	711 Park Ave.....	No. 7
Apr. 18, 1910.	S. Donaldson.....	260 Third St.....	No. 8
Sept. 1, 1911.	A. VanLeuven.....	207 Washington St.....	No. 8
Sept. 1, 1915.	E. J. Ryan.....	516 Bloomfield St.....	No. 8
Apr. 20, 1908.	A. Bruno.....	300 Madison St.....	No. 9
Oct. 1, 1905.	W. H. Gilfert.....	228 Jackson St.....	No. 9
May 1, 1917.	C. McGrath.....	214 Madison St.....	No. 9
Dec. 17, 1917.	F. G. Ulrich.....	121 Harrison St.....	No. 9
Aug. 15, 1898.	Jas. Moore.....	161 Tenth St.....	High.
July 1, 1911.	Jno. Ross.....	603 First St.....	High.
Sept. 1, 1913.	Jno. Scott.....	1014 Willow Ave.....	High.
July 1, 1911.	A. Cheeseman.....	634 Garden St.....	High.
July 1, 1911.	Jno. Moore.....	161 Tenth St.....	High.
Sept. 1, 1917.	A. Kiely.....	904 Park Ave.....	High.
Oct. 2, 1911.	M. Miller.....	211 Willow Ave.....	High.
Sept. 1, 1911.	C. Jurgensen.....	83 Madison St.....	High.
Sept. 1, 1911.	M. Reilly.....	919 Park Ave.....	High.
Sept. 1, 1911.	L. Tinney.....	Adams St.....	High.
Sept. 1, 1911.	J. Cibulka.....	106 Ferry St.....	High.
June 10, 1907.	M. Lally.....	68 Monroe St.....	Parental.

AUTHORIZED LIST OF TEXT BOOKS FOR USE IN THE SCHOOLS

Readers

Grade.	Name of Reader.
8B	
8A	Buckwalter Fifth
7B	Hawthorne Fifth
7A	Silver Burdett Fifth
6B	Brumbaugh Fourth
6A	Buckwalter Fourth
5B	Progressive Fourth
5A	Heath Fourth
4B	Graded Literature Fourth
4A	Brumbaugh Third
3B	Heath Third
3A	New Education Third
2B	New Education Second
2A	New Education Second
1B	New Education First
1A	New Education First

Spellers

Grade.	Name of Speller.
8B	Morse
8A	Morse
7B	Hick's Champion, 2
7A	Hick's Champion, 2
6B	Hick's Champion, 2
6A	Hick's Champion, 1
5B	Hick's Champion, 1
5A	Hick's Champion, 1
4B	Meleney & Giffin
4A	Meleney & Giffin
3B	
3A	

Grammars

Grade.	Names of Grammar.
8B	Maxwell's Advanced
8A	Maxwell's Advanced
7B	Maxwell's Elementary
7A	Maxwell's Elementary
6B	Maxwell's Elementary
6A	Maxwell's Elementary
5B	Scott & Southworth
5A	Scott & Southworth
4B	Scott & Southworth
4A	Scott & Southworth

Arithmetics

Grade.	Name of Arithmetic.
8B	Stone Millis Advanced
8A	Stone Millis Advanced
7B	Stone Millis Advanced
7A	Stone Millis Advanced
6B	Stone Millis Intermediate
6A	Stone Millis Intermediate
5B	Stone Millis Intermediate
5A	Stone Millis Intermediate
4B	
4A	

Physiologies

Grade.	Name of Physiology.
8A & 8B	Body at Work
7A & 7B	Town and City
6A & 6B	Emergencies (Gulick)
5A & 5B	Emergencies (Gulick)
4B & 4A	Good Health (Gulick)

Histories

Grade.	Name of History.
8B	Barnes School
8A	Barnes School
7B	Barnes School
7A	Barnes School
6B	Barnes Elementary
6A	Barnes Elementary
5B	Montgomery's Beginners
5A	Montgomery's Beginners
4B	Mowry's First Steps
4A	Eggleston's First Book

Geographies

Grade.	Name of Geography.
8B	Essentials of Geography, Second Book, Part 2
8A	Essentials of Geography, Second Book, Part 2
7B	Essentials of Geography, Second Book, Part 1
7A	Essentials of Geography, Second Book, Part 1
6B	Essentials of Geography, First Book, Part 2
6A	Essentials of Geography, First Book, Part 2
5B	Morton's Elementary
5A	Morton's Elementary
4B	Essentials of Geography, First Book, Part 1
4A	Essentials of Geography, First Book, Part 1

Hoboken, N. J., August 1, 1918.

To the Honorable the Board of Education of the
School District of Hoboken, N. J.:

Gentlemen—I herewith submit to your Honorable Body my
annual report and financial statement, ending June 30, 1918.

The statement is in accordance with the requirements of the
State Department and under the direction of your Committee on
Finance.

Respectfully submitted,

JOHN F. LEWIS,

Secretary.

BUDGET FOR THE YEAR 1917-1918

Showing the Amount Appropriated for the Maintenance of the
Public Schools of Hoboken, N. J.

CURRENT EXPENSE ACCOUNT

Receipts

STATE AND COUNTY FUNDS

\$250,000 State School Funds Appropriation.....	\$5,371 54
Appropriation to Reduce State School Tax.....	2,433 94
90% State School Tax	164,167 77
10% State School Tax Reserve Fund.....	15,074 77

Total \$187,048 02

DISTRICT TAX, RAILROAD TAX, AND

OTHER SOURCES

District Tax for Current Expense.....	\$261,115 18
Railroad Tax	72,461 38
Bond Issue Refund.....	7,178 15
Interest on Deposits.....	871 13
Sale of Books.....	75 50
Tuition Fees.....	2,725 00
Salary Refund	207 76
Miscellaneous	43 28

Total Receipts, Current Expense..... \$531,725 40

Expenditures

Salaries, Superintendent, Principals, Teachers....	\$388,252 16
Salaries, Janitors, Engineers and Firemen.....	38,353 79
Fuel	26,354 40
Transportation to Normal Schools.....	2,766 86
Expenses, Superintendent and Principals.....	373 50
Text Books	8,757 60
Supplies and Other Expenses of Instruction.....	12,308 88
Apparatus	1,513 62
Janitors' Supplies	2,075 25
Light, Water and Power.....	3,207 96
Medical Inspection, Salaries and Supplies.....	10,986 12
Attendance Officers, Salaries and Supplies.....	4,847 50
Salaries of Officials and Expenses.....	10,895 45
Insurance Premiums.....	2,728 12
Wages of Other Employees.....	4,500 00
Lectures and Recreations.....	887 00
Loan to Bond Issue.....	5,907 50
Summer Schools.....	620 74
Interest on Temporary Loans.....	1,489 58
Telephone Service	791 11
Incidental Expenses.....	3,324 27

Total Expenditures, Current Expense..... \$531,519 41
Total Balance in Current Expense Account.. 205 99

Grand Total of Expenditures during the
year and balance on hand at close of
year \$531,725 40

MANUAL AND INDUSTRIAL TRAINING**Receipts**

State Appropriation.....	\$4,087 50	
District Tax for Manual Training.....	13,500 00	
<hr/>		
Total Receipts		\$17,587 50

Expenditures

Salaries, Supervisors and Teachers.....	\$12,782 61	
Material and Supplies.....	2,440 30	
Repairs and Replacements.....	14 75	
<hr/>		
Total Expenditures		\$15,237 66
Balance on hand at close of year.....		2,349 84
<hr/>		
Grand Total, Expenditures and Balance..		\$17,587 50

EVENING CCHOOL FOR FOREIGN-BORN RESIDENTS**Receipts**

State Appropriation	\$1,717 66	
Transferred from Current Expense.....	1,717 67	
<hr/>		
Total Receipts		\$3,435 33

Expenditures

Salaries, Principals and Teachers.....	\$2,454 00	
Text Books and Supplies.....	182 33	
Janitors' Salaries.....	449 00	
Other Expenditures.....	350 00	
<hr/>		
Grand Total Expenditures and Balance.....		\$3,435 33

VOCATIONAL CLASSES**Receipts**

District Tax for Vocational Classes.....		\$3,200 00
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Expenditures

Salaries, Teachers	\$1,200 00	
Materials and Supplies.....	405 40	
Transferred to Current Expense.....	1,594 60	
<hr/>		
Grand Total, Expenditures and Balance.....		\$3,200 00

SCHOOL LIBRARIES**Receipts**

District Tax for Library Purposes.....	\$900 00	
Balance on hand at beginning of year.....	10 00	
<hr/>		
Total		\$910 00

Expenditures

Salary, Librarian.....	900 00	
Educational Works of Art.....	10 00	
<hr/>		
Grand Total, Expenditures and Balance.....		\$910 00

PURCHASE OF LAND**Receipts**

Sale of Bonds to Purchase Land.....	\$125,000 00	
Rents	1,892 62	
Total Receipts during the year.....		\$126,892 62

Expenditures

Purchasing of Land.....	122,153 56	
Balance on hand at close of school year.....	4,739 06	
Total Expenditures during the year and balance on hand at close of year.....		\$126,892 62

**BUILDING, ENLARGING ALTERING, REPAIRING AND
EQUIPPING SCHOOL HOUSES****Receipts**

District Tax for Ordinary Repairs.....	\$15,000 00	
Transferred from Current Expense.....	2,613 56	
Sale of Bonds to Build, Enlarge.....	754,176 61	
Balance of High School Bond Issue.....	234 08	
Sales	9 00	
Interests on Deposits.....	3,538 06	
American Surety Company Bond.....	968 65	

Total Receipts during the year.....	\$776,539 96	
Balance on hand at beginning of the year....	4,041 04	

Total Receipts during the year and balance on hand at close of the year....	\$780,581 00
---	--------------

Expenditures

Building and Enlarging School Buildings.....	\$395,012 23	
Ordinary Repairs (current upkeep).....	13,568 36	
Repairs and Replacements, Furniture.....	5,056 93	
Leasing of School Buildings.....	200 00	

Total Expenditures during the year.....	\$413,837 52	
Balance on hand at close of year.....	366,743 48	

Total Receipts during the year and balance on hand at close of year.....	\$780,581 00
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GRAND SUMMARY

Receipts and Expenditures

Account	Receipts	Expenditures	Balances
Current Expense	\$531,725 40	\$531,519 41	\$205 99
Manual Training	17,587 50	15,237 66	2,349 84
Foreign Evening School....	3,435 33	3,435 33
Vocational Classes.....	1,605 40	1,605 40
School Libraries.....	910 00	910 00
Loans Negotiated.....	65,000 00	65,000 00
Purchase of land.....	126,892 62	122,153 56	4,739 06
Building, leasing, enlarging, altering, repairing, fur- nishing and equipping school buildings.....	780,581 00	413,837 52	366,743 48
Grand Total Receipts..	\$1,527,737 25		
Grand Total Expendi- tures		\$1,153,698 88	
Balance on hand at close of year.....			\$374,038 37

BUSINESS MANAGER'S REPORT

Hoboken, N. J., July 1, 1918.

To the Honorable the Board of Education,
District of Hoboken, N. J.:

Gentlemen—I herewith submit my annual report, showing an itemized statement of the distribution and the cost thereof of repairs, furniture, coal, wood, gas, electricity, water, text books, janitor's supplies, stationery and miscellaneous supplies delivered at the various public school buildings under your control during the fiscal year beginning July 1, 1917, and ending June 30, 1918.

I also submit herewith a tabulation of the valuations of all the public school buildings, lands and the contents of buildings, together with a tabulated description of said buildings.

Respectfully submitted,

RICHARD A. MARNELL,

Business Manager.

REPORT OF BUSINESS MANAGER

As to the Distribution and Cost of Repairs, Furniture, Water, Gas, Electric Light, Electric Power, Coal and Wood for the Fiscal Year July 1, 1917, to June 30, 1918.

School	Repairs	Furniture	Water	Gas	Elec. Light	Power	Coal	Wood	Total
No. 1.....	\$1,579.33		\$361.13	\$73.64	\$47.40	\$411.82	\$3,627.03	\$18.00	\$6,181.35
No. 2.....	472.07		142.75	38.21			1,926.76	18.00	2,497.73
No. 3.....	471.67		113.38	31.78	74.60		1,456.74	54.00	2,170.17
No. 4.....	3,661.61		202.30	3.91	186.90		1,152.20	72.00	5,285.12
No. 5.....	5,328.62		40.30		15.20		1,836.98	18.00	2,248.80
No. 6.....	5,328.72	120.96	50.01	79.22	137.20	150.17	2,395.40	36.00	4,897.51
No. 7.....	5,638.27	10.60	58.51	23.56	31.06		2,541.28	54.00	5,507.45
No. 8.....	2,637.47	325.00	157.50	26.64	275.70	66.00	2,850.67	36.00	6,234.98
No. 9.....	3,196.22	23.76	61.88	12.47	131.20		4,501.44	60.00	7,986.97
High*.....	1,224.88	905.50	496.13	78.61	680.50	50.50	4,753.90	78.00	8,248.02
Truant.....							50.70	24.00	74.70
Total.....	\$19,160.30	\$1,385.82	\$1,586.29	\$338.04	\$1,559.76	\$678.49	\$26,093.10	\$468.00	\$51,269.80

*Foreign Evening School Sessions and Meetings of the Board of Education are held in this building.

REPORT OF BUSINESS MANAGER

As to the Distribution and Cost of Text Books, Supplies and Stationery, Janitors' Supplies,
Manual Training Supplies and Miscellaneous Supplies for the Fiscal Year
July 1, 1917, to June 30, 1918.

	Text Books	Stationery		Total Supplies	Janitors' Supplies	Manual Training	Miscellaneous	Total
		From Stock	Purchased					
School No. 1.....	\$919.20	\$100.50	\$1,638.05	\$1,738.55	\$322.50	\$643.54		\$3,623.79
School No. 2.....	450.30	87.00	774.02	861.02	200.55			1,511.87
School No. 3.....	317.85	55.65	456.63	512.28	221.67			1,051.80
School No. 4.....	914.03	128.85	1,017.78	1,146.63	228.71			2,289.37
School No. 5.....	184.49	58.29	331.83	390.12	126.03			700.64
School No. 6.....	1,276.59	46.01	1,151.22	1,197.23	309.72	231.09		3,014.63
School No. 7.....	294.04	46.00	305.20	351.20	208.41			853.65
School No. 8.....	1,056.95	92.05	1,394.78	1,486.83	288.64	352.59		3,185.01
School No. 9.....	553.36	113.35	1,115.01	1,228.36	385.21	336.74		2,503.67
High School.....	2,260.65	175.73	2,693.16	2,868.89	458.22	742.33		6,330.09
Junior High.....	137.21							137.21
Truant School.....					2.01			2.01
Even. School, Foreign Born.....				249.22				249.22
Sewing Dept., Grammar Sch.,		35.64	213.58			344.96		344.96
Vocational Classes.....							411.38	411.38
Men's Defective Classes.....							521.90	521.90
Cartage.....							74.95	74.95
Dental Clinic.....							190.55	190.55
Medical Clinic.....							197.88	197.88
Medical Inspection.....							215.90	215.90
Eye Clinic.....							350.30	350.30
Supt. and Principals.....							722.23	722.23
Officials.....							286.19	286.19
Board of Education.....							2,106.19	2,106.19
Commencements.....							467.87	467.87
Recreation and Lectures.....							589.75	589.75
Summer School.....							288.73	288.73
First Aid Course.....							186.42	186.42
Military Training.....							99.10	99.10
TOTAL.....	\$8,364.67	\$939.07	\$11,091.26	\$12,030.33	\$32,751.67	\$2,651.25	\$6,709.34	\$32,507.26

REPORT OF BUSINESS MANAGER

As to Description of Lands, Buildings, Seating Capacity, etc., July 1, 1918.

School	When erected	No. of Rooms	Heating and Ventilating	Stories of Building	Seating Capacity	Auditorium Seats	Fire Escapes	Sq. ft. of land in.	Sq. ft. covered by buildings in.
No. 1.....	1914	34	D. & I.S.	3 S & P G	1,534	1,374	3	27,000	23,361
No. 2.....	1867	27	D.S.	3 S & C	1,074			13,815	6,814
No. 2*.....							2	27,200	0
No. 3.....	1870	20	D.S.	3 S	782			10,066	6,902
No. 3**.....								25,000	0
No. 4.....	1877	24	D.S.	3 S & P G	914		2	9,380	6,638
No. 5.....	1887	16	H.A.	2 S & P G	862		1	15,000	2
No. 6.....	1891	27	H.A.	3 S & P G	1,058	570	5	19,266	9,281
No. 7.....	1897	18	D. & I.S.	3 S & P G	854	194	2	15,741	13,377
No. 8.....	1904	42	D. & I.S.	3 S & P G	1,990		2	21,830	6,860
No. 9.....	1908	31	H.A.	3 S & P G	1,332	831	2	24,000	15,749
High.....	1911	40	D. & I.S.	4 S & B	1,355	930		40,000	17,241
Totals.....		279			11,755	3,899	19	248,300	20,505
								11	126,731

*Site for new Public School No. 2. **Site for new Public School No. 3.

Note (1) Heating and Ventilating. D.S.—Direct Steam. H.A.—Hot Air. D & I.S.—Direct and indirect steam.

Note (2) Stories of Buildings. S & C—Stories & Cellar. S & B—Stories & basement. S & P G—Stories & playground

REPORT OF BUSINESS MANAGER As to Value of Lands, Buildings and Contents, July 1, 1918.

School	Value of Land	Value of Buildings	Value of Contents	Total Valuation
No. 1.....	\$78,136.45	\$303,089.00	\$17,049.11	\$398,274.56
No. 2.....	15,000.00	40,000.00	5,513.50	60,513.50
No. 2*.....	118,650.00			118,650.00
No. 3.....	7,200.00	43,800.00	3,915.85	54,915.85
No. 3**.....	36,644.86			36,644.86
No. 4.....	9,000.00	81,000.00	4,608.79	94,608.79
No. 5.....	13,000.00	85,000.00	3,380.10	101,380.10
No. 6.....	17,500.00	125,000.00	7,318.00	149,818.00
No. 7.....	18,200.00	128,300.00	5,904.00	152,404.00
No. 8.....	13,200.00	244,826.56	9,888.48	267,915.04
No. 9.....	17,433.46	217,083.84	8,796.52	243,313.82
High.....	97,345.53	380,984.01	52,389.77	530,719.31
Totals.....	\$441,310.30	\$1,649,083.41	\$118,764.12	\$2,209,157.83

*Site for new public school No. 2, this value includes buildings at present on site.

**Site for new public school No. 3.

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